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IMAGE OF LATIN AMERICA--A STUDY OF AMERICAN SCHOOL TEXTBOOKS AND SCHOOL CHILDREN, GRADES TWO THROUGH TWELVE.

BY- PERRONE, VITO
NORTHERN MICHIGAN UNIV., MARQUETTE
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DESCRIPTORS- *TEXTBOOK EVALUATION, *SOCIAL STUDIES, *TEXTBOOK CONTENT, *FOREIGN COUNTRIES, ELEMENTARY SCHOOLS, SECONDARY SCHOOLS, STUDENT ATTITUDES, TEXTBOOK RESEARCH, TEST OF UNDERSTANDING LATIN AMERICA, MARQUETTE, MICHIGAN, LATIN AMERICA

A CONTENT ANALYSIS WAS MADE OF 153 ELEMENTARY AND SECONDARY SCHOOL SOCIAL STUDIES TEXTBOOKS DEALING WITH LATIN AMERICA. THE ANALYSES INCLUDED THE FORMULATION OF CATEGORIES FOR INTENSIVE STUDY AND TESTING. THE CATEGORIES WERE (1) GEOGRAPHY, (2) THE PEOPLE, (3) THE COLONIAL PERIOD AND THE REVOLUTIONS, (4) POLITICAL DEVELOPMENT, (5) UNITED STATES RELATIONS WITH LATIN AMERICA, (6) ECONOMIC DEVELOPMENT, AND (7) SOCIAL PROBLEMS AND CHANGE. A TEST OF UNDERSTANDING OF LATIN AMERICA WAS ADMINISTERED TO 1,227 STUDENTS IN GRADES 7 THROUGH 12. THE TEXTBOOKS WERE FOUND TO BE ADEQUATE, BUT LACKING IN BALANCE. STUDENTS AT ALL LEVELS HAVE A GEOGRAPHICAL KNOWLEDGE ABOUT LATIN AMERICA. FURTHER RESEARCH AND DEVELOPMENT IS INDICATED TO RESTRUCTURE THE TREATMENT OF LATIN AMERICAN TOPICS IN THE TOTAL CURRICULUM AND PROVIDE MATERIAL ON SOCIAL CONDITIONS, INSTITUTIONAL HISTORY, AND PERSONALITIES. (RS)

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1965

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Cooperative Research Project No. S-070

by

VITO PERRONE

Northern Michigan University
Marquette, Michigan

1965

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INTRODUCTION

> Genuine Understanding is essential to its success [Alliance for Progress]. I have long insisted that the greatest impediment to fruitful cooperation among the American Republics is lack of mutual understanding, not only with respect to acute problems requiring resolution but also with respect to one another's attitudes and aims. I have repeatedly recommended the creation in each of the American Republics of commissions of influential citizens who would accept responsibility for seeing to it that harmful misconceptions are replaced with truth regarding inter-American relations. I hope the urge we share in having the Alliance for Progress attain its goals will cause us to build institutions dedicated to better understanding of one another.[1]

The Alliance for Progress, which was the focus of Mr. Eisenhower's concern above, brings to the fore once more the problem of public acceptance and support of governmental policy. The United States government depends on public support and has long considered this to be one of its most essential strengths in relations with the outside world. Participants of the Punta del Este Conference, out of which the Alliance for Progress became reality, wrote into Title I of the Charter:

> It is the purpose of the Alliance for Progress to enlist the peoples and governments of the American republics in a great cooperative effort.....[underscoring mine][2]

---

[1] John C. Drier, *The Alliance for Progress*, Lecture by Milton Eisenhower (Johns Hopkins Press: Baltimore, 1962), pp. 1-2.

[2] *Ibid.*, p. 119.

Lincoln Gordon, our Ambassador to Brazil, indicates, in support of Title I, that unless the goals of the Alliance for Progress "become a major part of the national life of each participating country, and unless the great majority of people and organized groups and leaders of influence feel themselves involved and committed to these goals, the Alliance for Progress will not succeed regardless of the technical soundness of individual projects and the amounts of financial support...."[3]

North Americans,[4] for reasons relating to historical background--Anglo-Saxon and protestant--have long looked askance at Latin America and have concentrated intellectually and culturally on Western Europe. This kind of cultural-intellectual isolation was perhaps defensible at one time but with the advent of the 20th century and with the enlarged horizons which the United States has of necessity been forced to accept, it is no longer defensible or wise.

There are many Latin Americanists in the United States who, for years, have endeavored to bring understanding of our southern neighbors, but their appeals have fallen on a small audience. It falls upon these Latin Americanists, in what can be likened to a step-child, to call attention to how little North Americans know about Latin America in every book and article they write. This was true in years past and is still true today.

The call for understanding needs no defense. The only question revolves around the problem of how to bring the necessary understanding.

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[3] Lincoln Gordon, A New Deal for Latin America - The Alliance for Progress (Harvard U. Press: Cambridge, 1963), p. 99.

[4] The term "North Americans," as used in this study, is synonymous with "citizen of the United States of America" or the more familiar term "Americans."

In our country we have looked to public education as the medium through which an "educated citizenry" could evolve; a citizenry capable of sound judgment and rational thought, capable of a high degree of self-government. And public education has responded. It has undertaken, with what would have to be called efficiency, the difficult job of citizenship education. Schools, though at times slow in meeting new needs, have not lagged in their concern for increased dedication to a broader citizenship education. Since World War II, the schools have concentrated on programs devoted to world understanding or as UNESCO has chosen to call it, "international understanding."[5]

An understanding of Latin America is a part of this program but public knowledge and understanding of Latin America continues to lag. One might conclude that the schools are falling short in their efforts; on the other hand, it is possible that the schools are operating in isolation from the many other educational forces that pervade our society. Dean Edward W. Barrett and Professor Penn T. Kimball of the Columbia University Graduate School of Journalism pointed out that "with a few notable exceptions, newspapers...gave minute space to the other Americas. Whether this be cause or effect, the level of interest in and knowledge of Latin America among even educated U. S. citizens appears shockingly low."[6] They further note that this failure to bring news "perpetuates the ignorance of the reader, and this ignorance leads to a lack of interest."[7]

---

[5] See: Wilhelmina Hill, Social Studies in the Elementary School Program (U. S. Dept. of HEW: Govt. Printing Office: Washington D.C., 1960); John Jarolimek, Social Studies in Elementary Education (Macmillan Co.: New York, 1963), Chapt. 15; Robert Dottrens, The Primary School Curriculum, UNESCO Monograph on Ed. II (UNESCO: Paris, 1962); Edgar B. Wesley and Stanley Wronski, Teaching Social Studies in High Schools (D. C. Heath & Co.: Boston, 1964); 25th Yearbook of the National Council for the Social Studies, Chapt. XVII.

It is obvious that the schools cannot operate apart from society; they are not, hopefully, in a vacuum which makes all they do fall outside the milieu of the real North American world. How important is Latin America? The initiation of the Alliance for Progress is one manifestation, although unfortunately Congress is not as sympathetic as the Administration. Possibly this too stems from their closeness to a constituency at the grass roots that somehow lacks the understanding necessary to support such a program.

Dexter Perkins states that next to Western Europe, Latin America is the most important area in the world.[8] Milton Eisenhower goes further and states: "I contend that good relations in this area [Latin America] are truly imperative to our future--more important, in fact, than our relations with any other area of the world."[9]

In pursuing this study, the writer accepts the importance of closer understanding of Latin America and this must be considered the most important ultimate purpose of this study. While discussing "understanding," it must be noted that closer relations in the western hemisphere is not a one-way road; the Latin American nations have a responsibility to understand the United States just as much as we have a responsibility to understand them.[10] John Useem makes a cogent point relative to the problems of this kind of cross-cultural understanding that might also be considered: "Perhaps it would not be unreasonable to observe that both parties are anxious to be understood and that currently both may be more eager to be understood than to understand."[11]

---

[6] Milton B. Eisenhower, The Wine Is Bitter (Doubleday: New York, 1963), p. 58.

[7] Ibid.

[8] Dexter Perkins, Latin America and the United States (L.S.U. Press: Baton Rouge, La., 1961), p. 123.

[9] Eisenhower, op. cit., p. 46.

Hopefully, in the United States we desire to effect the better understanding that is necessary for the implementation of programs such as the Alliance for Progress, which can benefit the whole of the western hemisphere. It is this backdrop which gives this study importance. It has been purposely limited to school education for the sake of manageability. To determine what young people learn in the course of their career in elementary and secondary schools about Latin America is a complicated task to say the least; possibly an impossible task at best. While recognizing that learning takes place in many ways from both formal and informal sources, this study is further limited to the treatment of Latin America in a large sample of social studies textbooks used in North American elementary and secondary schools.

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[10] See Ramon Ruiz, "Indifference South of the Border - Why Latin Americans Ignore Our History," Southwest Review, XVIII, 1958, pp. 54-60; Vito Perrone, An Image of America Conceived in Mexican and Argentine Social Studies Textbooks, unpublished Ph.D. Dissertation, MSU, 1963; Vito Perrone, "The Problem of Understanding is Inter-American," Hispania (March 1965), pp. 158-160.

[11] John Useem, "Images of the United States and Britain by Foreign Educated Indians," Annals of The American Academy of Political and Social Science, Vol. 295 (September 1954), p. 82.

Social studies texts are analyzed in this study, for it is here that a concerted effort is made to teach many of the ideas and facts that directly contribute to one's image or conception of other peoples and nations. Further, the textbook is the basic guide for teachers and students and is the best single source for what is taught in most social studies courses.

Eventually, of course, one gets to the recipient of whatever a textbook attempts to transmit. Are the student recipients influenced to any great degree? A second part of this study attempts to determine what students actually know about Latin America. In the last analysis, this is probably the most important element in the educative process. It is also one of the areas that is most difficult to assess.

CHAPTER I

BACKGROUND - INTERNATIONAL UNDERSTANDING, TEXTBOOKS, AND UNESCO

> Ignorance of each others ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war.[1]

It has long been held that international friendship and understanding could be improved if peoples knew more about each other. UNESCO has taken the problem of promoting education for mutual understanding as one of its most important functions and has given encouragement to member nations to work towards this end.

In the United States, with our advent into the wider world, the problem of promoting better understanding has become a more serious venture, using the energies of both governmental and non-governmental agencies. The chief efforts have gone into people to people programs. These international exchange programs have greatly expanded during the past two decades and, from the available research, have made definite contributions to better understanding among the peoples involved.[2]

---

[1] From the Constitution of UNESCO.

[2] For an excellent history of student and teacher exchanges from 1900-1950, see Dorothy P. Stine, The Role of the United States in the International Exchange of Teachers and Students, unpublished Doctoral Dissertation, U. of Houston, 1954 (U. of Mich. micro 2570); for cross-cultural studies involving students see: John and Mary Useem, The Western Educated Man in India (New York: The Dryden Press, 1955);

As successful as these programs are and as influential as the international exchangees might be, their number is small in proportion to the total populations from which they come. What about those who will never cross a foreign border? How well do these "stay at homes" understand the world? Will they even have "factual understanding?"[3]

Walter Lippman, writing in 1922, gave some insight into the preceding queries when he said that our political world is "out of reach, out of sight, out of mind....[Man is learning to] see with his mind vast portions of the world with which he has had no personal experience ....[His opinion must be] pieced together out of what others have reported and what he can imagine."[4] More and more, people are being told

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[2] (cont.) Charles Loomis and Edgar Schuler, "Acculturation of Latin American Students in the U.S.," Applied Anthropology, Vol. 2, No. 2, Spring 1958, and the fuller discussion of Mr. Loomis' findings in a Michigan State University dissertation under the title of "Changes in Attitudes, Opinions, Information, and English Language Ability of Latin American Students Resulting from a Year's Study," by Phyliss Brothers; Ralph Beale and Norman Humphreys, No Frontier to Learning; The Mexican Student in the United States (Minneapolis, Minn.: U. of Minn. Press, 1957); Jeanne Watson and Ronald Lippitt, Learning Across Cultures; A Study of Germans Visiting America (Ann Arbor, Mich: U. of Mich. Press, 1955); Hilda Taba, "Cultural Attitudes and International Understanding," Occasional Paper #5, Institute of International Education, 1953; Claire Selltiz, et al, Attitudes and Social Relations of Foreign Students in the United States (Minneapolis, Minn.: U. of Minn. Press, 1963); Also see the following journals, The Annals of the American Academy of Political and Social Science, Vol. 295 (September 1954) devoted to cross cultural research, and Vol. 335 (May 1961) devoted to The Rising Demand for International Education; and UNESCO's International Social Science Bulletin, Volume III, No. 3, Autumn 1951.

[3] The Useems broke understanding down into three general usages: factual knowledge, comprehension, and endorsement. They found that there was no intrinsic connection between the three; they also generalized that factual knowledge was the least significant of the three. Useem, op. cit., pp. 134-135.

[4] William Buchanan, "How Others See Us," Annals, Vol. 295 (September 1954), p. 1.

about the world before it is ever seen. The problems that have resulted have been well documented in the many stereotype studies that have been carried out.[5]

Klineberg carried out many researches among segments of the so-called mass populations of various countries and found that most of the ideas held about another nation by a people were somewhat oversimplified and stereotyped.[6]

> These concepts are usually erroneous, out of date, and all too frequently negative in character. If the peoples of the world are to get along together in peaceful cooperation, they must rid themselves of some of the stale and harmful ideas which they have of each other, and since a vacuum is as impossible in human nature as in nature, replace them by more accurate views.[7]

Klineberg claims that newspapers, radio broadcasts, the cinema, literature, and school textbooks are the chief sources of the stereotyped views held by people.[8]

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[5] See the following studies: Rose Zelegs, "Children's Concepts and Stereotypes of Polish, Irish, Finn, Hungarian, Bulgarian, Dane, Czechoslovakian, Hindu, and Filipino," The Journal of Genetic Psychology (Sept. 1950), pp. 73-83; Otto Klineberg, "Tensions Affecting International Understanding," in Social Science Research Bulletin, No. 62, p. 93; Klineberg, "National Stereotypes and International Understanding," International Social Science Bulletin, Vol. 3, No. 3 (Autumn 1951), Part 1, pp. 497-516; Harold Isaacs, Scratches on Our Mind (New York: John Day Co., 1957); Jean Piaget and Anne-Marie Weil, "The Development in Children of the Idea of Homeland and of Relations with Other Countries," International Social Science Bulletin, Vol. 3 (Autumn 1951), pp. 563-578; Hadley Cantril and Frank Buchanan, How Other Nations See Each Other (Urbana, Ill.: U. of Illinois Press, 1953); Terry Prothro, "Cross Cultural Patterns of National Stereotypes," Journal of Social Psychology, Vol. 40, pp. 53-59.

[6] Klineberg, "National Stereotypes," p. 497.

[7] Ibid., pp. 497-498.

Klineberg's conclusions, which follow below, are significant if his general hypothesis is valid; that is, that most of our views are in some form of stereotype.[9]

> 1. Stereotypes are dangerous.
>
> Although not themselves responsible for war or other forms of overt hostility among nations, they constitute the soil on which hostility may more easily be developed. They affect perception, thought, judgment, and action.[10]
>
> 2. Stereotypes may contain some truth, but they may be completely false.
>
> It is incorrect to assume that because stereotypes exist they must therefore be at least partially true. There are causes of stereotypes but that does not mean that they are justified by objective facts.[11]
>
> 3. Stereotypes are learned.
>
> Very young children do not share the stereotypes found among adults. Stereotypes are conveyed through the mass media, school textbooks, etc.; they are frequently accepted uncritically by the audience of mass media. There is some indication that stereotypes are reduced in strength and in frequency when steps are taken to eliminate them from mass media.[12]

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[8] An interesting study related to the source of stereotypes is: Bernard Berelson and Patricia Salter, "Majority and Minority Americans: an Analysis of Magazine Fiction," Public Opinion Quarterly, Vol. 10 (1946), pp. 168-190.

[9] For other discussions of stereotypes, see: Muzafer Sherif and Hadley Cantril, The Psychology of Ego Development (New York: Wiley & Sons, 1947), p. 26; Eugene L. and Ruth Hartley, Fundamentals of Social Psychology (New York: Alfred Knopf, 1952), pp. 695-696; Theodore Newcomb, Social Psychology (New York: Dryden Press, 1950), p. 213; David Krech and Richard S. Crutchfield, Theory and Problems of Psychology (New York: McGraw-Hill, 1948), p. 171; S. I. Hayakawa, Language in Action (New York: Harcourt, Brace, & Co., 1939), pp. 21-24.

[10] Klineberg, "National Stereotypes," p. 511.

[11] Ibid., p. 511.

[12] Ibid., p. 512.

> 4. Stereotypes can and should be treated.
>
> An educational program should be directed toward the tendency to think in terms of stereotypes. There is evidence that education can and does have this effect, and it is important to extend such education whenever possible.[13]

UNESCO, recognizing many of these problems, has looked to school education as a principal source of reducing international tensions. In this regard, much of their work is underlain by the belief that "information changes attitudes; more specifically...that information about a particular nation tends to modify attitudes in a direction favorable to that nation."[14]

School education means many things to many people but if it were to be reduced to its most basic components, it would be the teachers, textbooks, and students. The first two, regardless of how much is said about the student and individual differences, are the chief agencies of instruction in subject matter; and from all the available research, the textbooks are the basis for most of what goes on in our schools.[15]

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[13] *Ibid.*, p. 513.

[14] Otto Klineberg, "Creating Attitudes Conducive to International Understanding," p. 47; Represents Chapter 4 of Samuel Everett and Christian Arndt (ed.), *Education for a World Society: Promising Practices Today*, 11th Yearbook of the John Dewey Society (New York: Harper and Brothers), 1951.

[15] For those interested in pursuing this see: Arthur Trace, *What Ivan Knows That Johnny Doesn't* (New York: Random House, 1961), pp. 6-8; Lee Cronbach, *Text Materials in Modern Education* (Urbana: U. of Ill. Press, 1956), p. 3; Herbert Rudman, "Patterns of Textbook Use - Key to Curriculum Development," *The Elementary School Journal*, U. of Chicago Press, April 1958, p. 401; *Latin America in School and College Teaching Materials* (Washington: The American Council on Education, 1944), p. 16; *Textbooks in Education* (New York: The American Textbook Publishers Institute, 1949), p. 12; Edgar B. Wesley and Stanley Wronski, *Teaching Social Studies in Secondary Schools* (Boston: D. C. Heath Co.,

As a source of difficulty between peoples and nations, textbooks have been a point of research and discussion throughout a major portion of the twentieth century - beginning with the League of Nations' "International Committee on Intellectual Cooperation" which produced the "Casares Resolution" in 1925. This resolution called for the deletion of "passages in school textbooks of a nature to convey to the young wrong impressions leading to an essential misunderstanding of other countries."[16] Since World War II, UNESCO has been responsible for encouraging international seminars which have helped produce a

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[15](cont.) 1964), p. 225; J. Minor Gwynn, Curriculum Principles and Social Trends, Chapt. 8, "The Influence of the Textbook," (New York: Macmillan Co., 1960); Robert Dottrens, The Primary School Curriculum (Paris: UNESCO Monograph on Education II, 1962), pp. 227-230; 22nd International Conference on Public Education 1959 (UNESCO - Int. Bureau of Education Publication #208, Geneva, Switzerland, 1959), pp. 39-42, p. 75, and pp. 171-172; Gladys A. Wiggens, Education and Nationalism (New York: McGraw Hill Co., 1962), pp. 258-259, pp. 280-287. See also Phi Delta Kappan, Vol. 33, No. 5 (Jan. 1952) which is devoted entirely to "Textbooks and Schools" and "Textbooks" Encyclopedia of Education Research (New York: Macmillan, 1960), pp. 1517-1524.

[16]This resolution did not receive Great Power acceptance. J. A. Lauwerys, History Textbooks and International Understanding (Paris: UNESCO, 1953), p. 39. For a complete guide to League of Nations publications in this area see: Hans Aufrecht, Guide to League of Nations Publications, Chapter X, "Intellectual Cooperation," pp. 333-347 (New York: Columbia University Press, 1951); In addition to the League of Nations, the following groups were active during the 1920's and 1930's in support of textbook improvement for international understanding: International Federation of Teachers' Associations, The World Federation of Education Associations, The World Alliance for International Friendship through the Churches, The Universal Alliance of Catholic Educationists, The International Federation of Trade Unions, The International Bureau of Education, The International Committee of Historical Sciences, The Carnegie Endowment for International Peace, and the American Association of University Women; For a good historical background of the movements for textbook improvement see I. James Quillen, Textbook Improvement and International Understanding (Washington: American Council on Education, 1948); See also International Conferences on Public Education: Collected Recommendations 1934-1950, UNESCO - Int. Bureau of Education Publication #125, Geneva, 1950.

series of resolutions and monographs dealing with the "teaching of history" and "textbooks for international understanding."[17]

In the United States, educational organizations and individual scholars have been active in looking at textbook treatments of various areas of the world as well as specific problems in American society. These studies have consistently shown great inadequacies in text materials.[18]

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[17] The following are the most useful: Some Suggestions on Teaching About the United Nations and Its Specialized Agencies, 1949; Selected Bibliography, 1949; The United Nations and World Citizenship, 1949; Some Suggestions on the Teaching of Geography, 1949; Suggestions on the Teaching of History, 1953; A Handbook of Suggestions on the Teaching of Geography, 1951; and History Textbooks and International Understanding, 1953.

[18] See: Bessie Pearce, Civic Attitudes in American School Textbooks (Chicago: U. of Chicago Press, 1930); History Teaching and School Textbooks in Relation to International Understanding, Carnegie Endowment for International Peace (Washington: The Library of Congress, 1931); Latin-America in School and College Teaching Materials, American Council on Education (Washington: The Council, 1944); Treatment of Asia in American Textbooks, Amer. Council on Education and Institute of Pacific Relations (New York: The Council, 1946); A Study of National History Textbooks Used in the Schools of Canada and the United States, American Council on Education (Washington: Amer. Council on Education, 1947); John Henry Gilbert, Changes of the Twentieth Century in the Treatment of Foreign Affairs Since 1865 by United States Textbooks for the Seventh and Eighth Grade, unpublished Doctoral Dissertation, U. of Wisconsin, 1955; Tori Tokaki, The Treatment of Japan and People of Japanese Descent in Senior High School American History Textbooks, unpublished Doctoral Dissertation, U. of Michigan, 1953; Marie Carpenter, The Treatment of the Negro in American History School Textbooks (New York: George Banta Publishing Co., 1941); Charles S. Lewis, The Treatment of Foreign Peoples and Cultures in American High School Literature Books, unpublished Doctoral Dissertation, U. of Michigan, 1956; Shyama Deodhar, The Treatment of India in American Social Studies Textbooks, unpublished Doctoral Dissertation, U. of Michigan, 1954; others will be found in the bibliography.

The most extensive study made of textbooks was the American Council on Education's "Latin America in School and College Teaching Materials." They concluded that "there is ground for reasonable optimism about the treatment of inter-American subjects....there is more good material about Latin America now available for students in the U.S. than ever before."[19] But they also found "errors and inadequacies."[20] The latter were most prevalent below the college level; most serious at the secondary level.[21] It was indicated that the "Black Legend" of "Spanish colonial ineptitudes, cruelty, faithlessness, greed, and bigotry" was being perpetuated. "Traces of the prejudice are reported in virtually all of the studies included in the report; the elimination of the legend and of its effect on our interpretation of Latin American life is one of our major educational and scholarly, as well as political problems."[22] These are among the many conclusions that cannot be totally summarized.

At the 22nd International Conference on Public Education held in Geneva in July 1959, the following was one of the recommendations made: To the Ministries of Education Concerning the Preparation, Selection, and Use of Primary School Textbooks.

> Primary School textbooks should play a constructive part in the field of international understanding, with a view to fostering universal brotherhood and effective cooperation

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[19] Latin America in School and College Teaching Materials, op. cit., p. 27.

[20] Ibid.

[21] Ibid., pp. 28-29.

[22] Ibid., pp. 30-31.

> between nations; it is therefore important for all countries to take direct or indirect steps to see that the various textbooks are free from any element which might prejudice understanding between nations, social groups, races or religions.
>
> It is highly desirable that joint committees of educators should be formed, as has already been done by many countries, with the purpose of eliminating from school textbooks anything which might harm mutual understanding among their respective peoples; regional or international educational organizations are in a particularly good position to encourage the formation of such joint committees.
>
> School textbooks should be imbued with the spirit of sincere respect for other peoples and with the idea of international cooperation and understanding, and should, where appropriate, supply more detailed information about other countries and the role of international organizations.[23]

The resolutions and recommendations of international bodies and individual scholars have been impressive and there is little doubt that progress has been made, but we are still some distance away from the threshold of textbook revision based upon them.

By analyzing social studies textbooks used in the United States with specific attention to their treatment of Latin America, this study will, hopefully, not only add to the strength of what has been done, but will bring forth serious dialogue about teaching materials in use; and if textbook publishers and writers reappraise their efforts to help young North Americans in their understanding of an area of considerable importance, the study will have served a valuable end.

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[23] "Summary of the Recommendations of the 22nd International Conference on Public Education," Education Around the World, U.S. Dept. of Health, Ed., and Welfare Publication No. 38, December 1959.

CHAPTER II

METHOD AND SCOPE OF STUDY

This study, completed during the 20th Anniversary of the American Council on Education's "Latin America in School and College Teaching Materials," is in some ways a follow-up and will be analyzed with a view toward the effects of that study on present textbooks. The ultimate purpose is to bring better understanding of Latin America; the immediate aims are to analyze the amount and nature of the content dealing with the Latin American nations in American school textbooks, and to determine the effect that the textbook has on what students actually know. If there is no correlation between textbooks and the recipient learner, then textbooks as such have little meaning.

To bring direction to the study, the following hypotheses were established: (1) North American textbooks inadequately equip students for an understanding of Latin America, (2) North American students inadequately understand Latin America, (3) North American textbooks do not greatly influence students in their attitudes and understandings of Latin America.

Method of Textbook Analysis and Manner of Presentation

In order to discover the amount and nature of the content dealing with the Latin American nations in North American school textbooks, a content analysis study was made of 153 elementary and secondary school social studies textbooks. In order to facilitate an intensive analysis of the content, the following categories were formulated:

(1) Geography - Geography or the physical environment of people is essential to the understanding of a people. It seems important, therefore, that this study begin its search of Latin America with a look at the geography as it is presented in the social studies textbooks.

(2) The People - Latin America cannot be understood today without a knowledge of the many populations and cultural backgrounds within the various countries. Many Latin Americans point to this factor as one of their major problems.

(3) The Colonial Period and the Revolutions - Latin American tradition has many of its roots in the Spanish and Portuguese Colonies of the 16th, 17th, and 18th Centuries. This period in some ways parallels a similar development in the United States and offers the opportunity for some comparisons.

(4) Political Development - An understanding of the Latin American governments, both past and present, is an important necessity if one wishes to know and understand the Latin American nations, their dilemmas and their prospects.

(5) U. S. Relations with Latin America - This is a relationship that has been profound for Latin America. Its effects have been both good and very bad. However, it is a vital relationship which helps explain Latin American attitudes toward the United States.

(6) Economic Development - An understanding of the economy is essential to the understanding of a nation or area. How do people make a living, what is produced, how do people live, how are business, industry, and agriculture organized, and what is the role of government?

(7) Social Problems and Social Change - The revolution, now styled "rising expectations," which was recently heightened by the rise of Fidel Castro, necessitates an awareness of the social problems and the rising demands being made by the large masses of people in Latin America. It is this awareness that has helped bring the Alliance for Progress into existence.

These topics have been chosen because of their importance to an understanding of Latin America. Other topical areas might have been added but it was also necessary to keep the study manageable.

As an index to the comprehensiveness of the textbook treatments, the amount of space assigned to Latin America was measured. The line was used as the unit of measurement; this was later translated into pages on the basis of the number of lines making up a full page. The amount of space occupied by maps, pictures, and charts pertaining to Latin America as a whole and to the particular topical categories was included.

The content devoted to Latin American topics was analyzed for the nature, accuracy, and balance of the presentations within the North American textbooks.

The material relating to the content analysis will be broken down into "elementary textbooks" and "secondary textbooks" and will be presented as follows:

(1) Introductory observations relative to the topical category

(2) A brief outline of the nature of the material presented within each topical category

(3) A descriptive analysis of the content relative to the topical category. This analysis is heavily

sprinkled with illustrative quotations in order to retain some of the flavor of the textbooks.[1]

The author has followed a rule of anonymity in order to evaluate the status of Latin American topics in North American social studies textbooks. While one is always tempted to pronounce judgment on particular textbooks, textbook writers and publishers should be free from whatever outside controls could possibly be exerted through this type of analysis.[2] The descriptions of the content analyses appear as Chapters III and IV.

Inventory of Understanding

The Test of Understanding of Latin America consists of 68 items of the objective variety.[3] This "test" was structured after the textbook analysis was complete and an open-ended survey was given to a small sample.[4] The author recognizes that a single type of instrument like the one used has shortcomings, but it is valid in what it represents. One of the difficulties in any instrument of this type is the language that is used. Reading levels vary considerably at the school levels and it is very possible that, even after some pre-testing and rewriting, all of the words in the questions were not understood. This is one of the problems with all written materials, and though wording was considered, this test might possibly have fallen short of complete word understanding.

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[1] A detailed and tabular presentation of the quantitative data pertaining to the textbooks appears in Appendix A. Table I is relevant to elementary textbooks; Table II, to secondary textbooks.

[2] The ACE study was carried out in anonymity for similar reasons.

[3] The "Test of Understanding" and the responses of the various groups represents Appendix B.

[4] A sample of this survey is included as Appendix C.

Objective questions, by nature, are based on certain selections. It is quite possible that the questions might have been different had another individual written them, but there are many ways of arriving at the same point and the author believes that the test as written and administered is valid and reliable.

The Test of Understanding was given to 1227 secondary school students, grades 7-12, in twelve communities in Michigan, Wisconsin, and Ohio. The test was also distributed for the sake of comparison to one large community in Texas where contacts are great with Mexico and Mexicans.[5]

The test includes items that did not appear in the textbooks, particularly items relating to current events. This was especially true of personalities. The majority of the items, however, were covered in virtually every textbook which dealt with Latin American topics. In addition, there were three questions (Numbers 25, 67, and 68) which were included principally to determine certain value judgments and the persistence of the "black legend."

Summaries were made of the responses to each item. Comparisons were then made between grade levels; metropolitan schools, isolated schools, and the Mexican border school; travel/contact with Latin

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[5] The tests were administered in the following school districts: Engadine (Michigan), Green Bay (Wisconsin), Iron Mountain (Michigan), Lansing (Michigan), Marquette (Michigan), Negaunee (Michigan), Newberry (Michigan), Parma (Ohio), San Antonio (Texas), Sault Ste. Marie (Michigan), Two Rivers (Wisconsin), Warren (Michigan), Waterford Township (Pontiac, Michigan).

These communities, while principally middle-western, are typical of school districts nation-wide. They represent extremely small districts, such as Engadine, Michigan, to larger metropolitan districts such as Lansing, Michigan, Warren, Michigan, Parma, Ohio, and San Antonio, Texas.

America and no travel/contact with Latin America; and questions closely relating to textbook content and questions not related to textbook content. Analysis of variance was used as a test of significance among the various groups.

To facilitate the analysis of the test results, certain assumptions were made: namely, that senior high school students, because of their greater maturity, would score better than junior high school students; that students in the metropolitan areas, because of greater access to public media, would score better than students from the less populated, more isolated centers; that students from the Mexican border and those who had had personal contact with Latin America would score better than students from areas lacking in personal contact with Latin America.

The complete description of the test, statistical data, and the results appear as Chapter V.

CHAPTER III

ELEMENTARY TEXTBOOKS

Elementary school social studies, while not uniform in organization, is similar throughout the United States. The concept of the "expanding environment" has been a guide that has carried the elementary school child from his "home and school" at grade one to the larger "world" by grade six.

Scope and sequence of topics frequently selected for study at each grade level

Grade 1 - Home, school, family, farm, health, pets, neighborhood, family helpers, holidays, travel, library, food, clothing, shelter, community, seasons.

Grade 2 - Community helpers and workers, community living, food, clothing, shelter, transportation, farm, health, school, holidays, family, communication, safety.

Grade 3 - Food, clothing, shelter, pioneers and pioneer life, indians, expanded community, home state, people of other lands, holidays.

Grade 4 - Ways of living in other countries or lands, transportation, communication, maps, globes, the earth, home state, indians.

Grade 5 - Development of the United States (geography, history, growth, early life, famous people, etc.), regions of the

United States, North America, Canada, machines, minerals, inventions, Asia, Mexico, USSR.

Grade 6 - European history and geography, life in countries of the Far East, the Western Hemisphere, transportation, communication, conservation, United Nations, regional studies.

The emphasis is geographical rather than historical. This is especially true as the material becomes less national and more international.

The treatment of Latin America, though concentrated primarily in grades 5 and 6, is extensive; certainly more extensive than at the secondary school level. At this level, textbooks are available which deal wholly with Latin America, or Latin America is a significant part of books devoted to the Western Hemisphere. At the secondary school level, in contrast, traditional textbooks devoted to Latin America are not generally available.

The Latin American material that appears in the elementary textbooks is sufficient; not always as well balanced in content as it might be, but certainly in terms of total space it is adequate.[1] Using the 1944 study of the American Council on Education and their recommendations as a guide, it seems certain that elementary textbooks have made considerable improvements. They are technically irreproachable and they show concern for what the student should learn through lucid overviews, summaries, and guides to additional study.

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[1] See Table V, Appendix A, for: "A Comparison of the Per Cent of Space Devoted to Content Areas by Elementary and Secondary Social Studies Textbooks."

In writing style, there is considerable variation depending quite often upon the grade level. For example, some are written in a narrative style where the writers try to bring the student mentally to another area. Many, especially the geographies, use the "let's take a trip" approach. Others are written in a more traditional, factual manner, though heavily interspersed with maps and pictures.

The American Council on Education (ACE) study was somewhat critical of the maps and pictures on the basis that they did not present information clearly or that they were too "picturesque"; thus not portraying Latin America realistically. Elementary textbooks have improved in these respects. Maps are generally very well done and pictures have less of the "picturesque." There is good variation and the use of Latin American museum collections greatly increases the cultural value of the pictorial presentations.

The "leyenda negra" or the black legend which depicts the Spanish as the epitome of evil is still present in elementary textbooks but to a far less degree than was reported in the ACE study. Many writers have made efforts to show that the Spaniards were not just conquerors - that they were settlers. That they were not brutal to the extreme with regards to the Indians - that they were, in fact, more humanitarian in many respects than the English. Many of the textbooks made good use of comparisons between the English and the Spanish colonies, not in terms of religious and national bias, but in terms of the geographical and demographical realities.

If a criticism were to be made in this area, it would be the lack of consistency that prevails. Even textbooks that try at one point to overcome the "leyenda negra," at another, generally later in the text, use words and statements that tend to reinforce it.

The fact that improvement has come is a tribute to the writers and publishers of textbooks; to the degree that the "leyenda negra" continues, it does not appear to be consciously continued for divisive purposes. In the textbook industry, change has always been slow; improvements, if there have been improvements, have come in parcels, not wholes. If there had been little change since 1944, one might voice consternation, but positive change has come and hopefully will continue.

In regard to general content, elementary textbooks avoid controversy. They do not deal very extensively with topics such as the Monroe Doctrine, the Mexican War, the Panama Canal, and Imperialism. In general, little is done with foreign relations.

The inter-American movement is given attention through the Pan-American Union, the Good Neighbor Policy, and the Organization of American States. These are all conceived to be examples of "friendship" and "good will"; and as the textbooks stress - "essential to our well being." The ACE study was quite critical of textbook efforts in the direction of Pan-Americanism; primarily because the books surveyed carried heavy chronicling of "confusing dates and meetings" without efforts at understanding the "cultural and institutional arrangements among the [Latin American] people." This criticism can still be mildly levelled though efforts are being made to develop greater cultural understanding. Latin American contributions to literature and the arts are being given greater attention than was the case in 1944.

There is still much meaningless material in the elementary textbooks which should be replaced by something of substance; if not replaced, then possibly deleted. It is meaningless because it is superficial to the extreme. This is caused by efforts to say something about a nation that is understandable to children, in the space of a short paragraph.

Mexico is given, quantitatively, more space than the other individual Latin American countries. While one might call for better balance, equal treatment might not be very conceivable given the geographical and historical setting of the United States and Mexico. Mexico is obviously not "Latin America" but it can serve as an excellent bridge to the understanding of "Latin America."

In order to present the flavor of the material surveyed, the remainder of this chapter will be given over to the content analysis categories.

Geography

Geographical concentration represents the largest percentage of the elementary textbook space relating to Latin America. This material generally begins at the fourth grade level. Though there is no serious attempt to differentiate between physical and human geography, both are found. In this respect, much of what might more accurately be labeled human geography has been placed in the category relating to "people" and "economic development."

A plentiful array of maps of various kinds appears in the elementary textbooks which depict topography, settlement patterns, climatic factors (rainfall, etc.), natural resources, political divisions, capital cities, etc. These are generally well done, more often in color than not, and if studied would be very helpful in giving a base to the study of Latin America. However, the descriptions that go along with the maps are not as thorough. They tend to be rather superficial and far less revealing.

In order to bring understanding through a common frame of reference, the textbooks often make comparisons of Latin American geography with geographical areas within the United States. For example:

> Soon we are flying over Mexico. The mountains look much like those in our own country. We see a lowland between the mountains and the coast. Most of the lowland is a desert. Here and there little rivers flow across it from the mountains.
>
> In the great valley of Chile, summer weather and winter weather are much like summer and winter in Southern California. Both places are about the same distance from the equator.
>
> The land in northern Mexico is very much like the land in the southwestern part of the United States. This land has a sparse covering of plants as well as a sparse population. You know, of course, what is lacking in the deserts of our own southwest. It is rainfall. Northern Mexico has the same lack.
>
> Mexico is south of the U.S. on the continent of North America. Mexico has about three times as much land as the state of Texas.
>
> The largest portion of Latin America is the continent of South America....South America is in several ways much like North America. In general shape and topography, for instance, the two continents are quite similar. One of the most notable differences between the two continents is in climate. Because of South America's location, seasonal changes are not nearly as varied as they are in North America.
>
> The six Central American states have about 200,000 square miles and are about twice as large as Colorado. The three countries of Cuba, Haiti, and the Dominican Republic in the West Indies island group are about as large as Pennsylvania and South Carolina combined. In South America, Brazil alone is larger than the United States.

Not only do the textbooks show some of the similarities, they also show some of the differences or what many call the "realities" of the geography of Latin America; especially, the high mountain and rain forest extremes. The descriptions that follow are typical:

> The Andes mountains are high and rugged. In some places great forests reach the mountain slopes. Elsewhere deserts creep up the mountain sides. Some of the peaks are always covered with snow....Many, many peaks are more than 10,000 feet in elevation. In fact, a few peaks reach more than 21,000 feet into the sky, higher than any other mountains in the world except those of Asia.
>
> There are many differences in climate in South America because of the length of the continent and the range of the high mountains along the west coast. The northern part has a warmer and wetter climate than the southern part.
>
> Quito is cool and comfortable because the city is so high above sea level....Close to Quito there are some very high mountain peaks which are covered with snow all through the year.
>
> Central America joins the continent of North America and South America. Central America has plain along both coasts....Earthquakes often occur, and some of the mountains in Central America are active volcanoes. The climate in the lowlands is hot and humid. In the highlands it is cooler and not much rain falls.
>
> The West Indies are a group of islands separating the Caribbean Sea and the Atlantic Ocean....Most of the islands in the West Indies are mountainous. Some of the land is volcanic ash....the climate is quite warm.
>
> South America has a high range of mountains near the western coast and a much lower range near the eastern coast. The continent has the world's largest river system, draining a huge lowland area. Most of the land near the equator in the Amazon basin is savanna and where much of the land is grassland....
>
> The rain forest of the Amazon basin is the largest continuous forest on earth.

> The eastern half of Nicaragua is a vast expanse of tropical jungle with very heavy rainfall....

> In spite of certain likenesses, Latin American lands have many contrasts. From one part of Latin America to another there are great differences in climate, land forms, and vegetation.

> The geography of Latin America has helped to cause the likenesses and the differences among the twenty nations which are our southern neighbors. It has helped cause some of their common problems, such as that of transportation. The long history of the Latin American peoples has also been affected by the geography of the region.

> Most of the people of Mexico live within sight of mountains. As the map shows, Mexico is a land of many mountains reaching almost from coast to coast. The lowlands by the sea are narrow in most places except in the peninsula of Yucatan.

In the descriptions, there is a concerted effort to discuss settlement patterns, as the following indicate.

> There are few homes and few people in the northern half of Mexico. But several million people live on the plateau around Mexico City, the capital of the country. Few people live in the mountains in the southern part of Mexico. Outside of the seaport cities, the lowlands, too, have very few people.

> The three countries Peru, Bolivia, and Ecuador are alike in so many ways that we can study them together. Each of the three republics has high land in the Central Andes mountains. Each country has low land on one or both sides of the mountains. In each country more people choose to live in the highlands rather than in the lowlands. Nowhere else in the world do so many people live at such a high altitude.

With the descriptions and the constant reference to the maps, the elementary students should gain a background sufficient for understanding many of the problems of the Latin American countries.

People

Latin America is portrayed as an area containing great amalgamations of people stemming from the Indian, Negro, and white (principally Spanish and Portuguese). The great racial mixture is treated in virtually every account of the people of Latin America. From the descriptions, it is evident which areas are most heavily mestizo, indian, negro, mulatto, and white. Though one can faintly read some "racial superiority" into many of the accounts, it would be unfair to determine that it has been purposely made a part of the narrative. However, this area needs constant vigilance and sensitivity if there is hope of creating a world less addicted to the prejudices of our times.

The following describe the mixture of races:

> About three of every four Cubans are descendants of the Spaniards. Most of the others are negroes or mulattoes. A mulatto is a person who is a mixture of negro and European, just as a mestizo is a mixture of Indian and European.
>
> Throughout Central America there are many Indians. Guatemala has the most and Costa Rica has the fewest. There are also a great many people who had both Indian and Spanish ancestors.
>
> Today most Mexicans are part Indian and part Spanish.
>
> Most of the people who live in the West Indies today have ancestors who were Spanish or Negro. Many of them are a mixture of both.
>
> About half the people of Bolivia are Indians. Like the Peruvian Indians most of them are descendants of the Incas....
>
> Although Mexico is called a Latin American country, nearly one out of three persons is a pure blooded Indian. Most of the rest of the people are descended from Spanish and Indian ancestors. Some of the people are entirely of Spanish descent.

> Many modern Brazilians are a mixture of Indian, Negro, Asian, or European. The Brazilian people get along well together.

As these admixtures are described, the picture of social equality is painted. For example, "the different races get along well together" or "the government has encouraged the different races to associate freely." As a contrast to this, the textbooks also outline some of the problems which stem from the diversity; namely, the problem of the Indian whose way of life and language is shown to differ from the other elements making up the society. The following descriptions show these issues.

> In as much as South America has many citizens of Indian descent, many Indian dialects are still spoken in these lands.

> Only a few miles away you might hear children speaking an Indian language. This is the language their people spoke many years ago. Many of the Indian people also speak Spanish but usually not as well as the Indian language.

> Many [of the Indians of Bolivia] keep their ancient customs and speak only an Indian language. They are isolated from national life.

Costa Rica, Uruguay, and Argentina are generally listed as "white" or as countries where "few Indians or Mestizos are found." Argentina is also described as the area having received large numbers of immigrants.

> By 1870 immigrants were pouring into Argentina by the shipload. Today 89% of the people are of unmixed European descent. The other two per cent are Indians and mestizos.

> Argentina grew [through immigration]. About eighty years ago, whole shiploads of immigrants began to come here from Europe. Most of these immigrants were from Italy and Spain. But there were also many from France, Germany, England, and other countries.

Religiously, the textbooks point out the prevalence of Roman Catholicism though they make no attempts at discussing the actual status of religious adherence. The following, though brief, are typical:

> Most citizens of Panama are members of the Roman Catholic Church.

> Most of the Latin American peoples belong to the Catholic Church and the religion provides a great common bond among the different nations.

Pictures are prevalent in the textbooks and, as was indicated earlier, represent a vast improvement over those described in the ACE study. They tend to be less "picturesque" and more real. There also appears to be a better balance between rural and urban scenes. There is still an occasional picture with the caption--"Latin Americans enjoy music, and somebody is always on hand to play the guitar"--but very few and apparently far less than was reported in the ACE study.

While there are descriptions of "Latin Americans" in the general sense, readers of the textbooks are often reminded that "they do not wish to be classified as Latin Americans. Rather they wish to be known as Peruvians, Brazilians, or whatever their nationality is."

The Colonial Period and Revolution

The colonial period, which for the purpose of this study will include the conquests, lasted for three centuries. It was during this period that Spain and Portugal stamped their culture, their language, their religion, and their governmental institutions upon the countries of Latin America.

In connection with this period of European penetration into the western hemisphere, the great Indian civilizations, principally the

Maya, Aztec, and Inca, are treated in the textbooks. The importance of the Indian civilizations has diminished with the fusion that has taken place but the "Indianismo" movements arising in Mexico, parts of Central America, and in the high Andes nations makes the study meaningful.

Most of the space devoted to this topic in the elementary textbooks is concentrated in the very early period dealing with the Indian civilizations and the conquest. Unfortunately, little is done with the long period following the conquest--a period far more important than the short era of conquest to the development of the Latin American nations.

The exploration period is adequately and traditionally treated. The background of Columbus' journey is always given and most of the treatments are realistic; they seem to follow a good deal of the research of scholars (principally Morison's work) which has been appearing for the past thirty years. There are still a few textbooks that stay loyal to: "These wise men [of the Spanish court] only laughed at the young Italian. They thought he must be a dreamer, not a sea captain. They probably said, 'the earth round? Oh, come now Columbus, surely you are joking.'" But these are rare indeed! Along with Columbus, the long list of explorers is given due account.

Cortés and Pizarro are rendered in an almost ritualistic pattern. But the glory of the conquest is dulled in the textbooks by the "negative" reactions to the whole movement. For example:

Cortez was in Cuba when he heard about a land with much gold in the southern part of North America. We know this land as Mexico. Cortez was a man who could not overlook a chance to find riches. With a group of men he sailed to the eastern coast of Mexico. There they founded Vera Cruz.

In 1521, the Spanish led by Cortez conquered the capital city of the Aztecs....The Spaniards destroyed much of the capital city. They took the lands from the Indians and built large farms and ranches called haciendas.

Montezuma rode out to the edge of Tenochtilán to meet the white strangers. Though he was unhappy about their arrival, he was polite and friendly and presented them with more gifts. He led them to pleasant quarters and invited them to a fine banquet....But the Spaniards were not satisfied. They wanted to capture the city and all its wealth.

Cortez made Montezuma a prisoner in his own palace. Then he began collecting wealth from the Aztec cities, including that from their temples. The Aztecs finally revolted and a bitter war followed. The capital, Mexico City, was destroyed. Cortez overcame the Aztecs and claimed Mexico for Spain.

Cortez...met a cultured Indian tribe, the Aztecs, and seized their fabulous treasures. He captured the Aztec emperor, Montezuma, and ravaged their wondrous cities.

After the killing of Atahualpa the Spaniards set out to conquer the Inca nations. They soon succeeded, for the people were helpless without their leader.

This is a story about gold, Spanish soldiers, and Indian cities, snow capped mountains and rivers to the sea. The story begins more than 400 years ago with a Spanish soldier named Pizarro.

While Cortés and Pizarro are given the most attention during the period of conquest, other expeditions are generalized as follows:

> There were other Spaniards who made great journeys of exploration. You would be interested in reading stories about them in other books. Some were cruel and greedy for gold.

> Spain's first explorations were made in search of precious jewels and gold. And how wonderfully rich some of these lands were. On one expedition the Spaniards got half a million dollars in gold from the Indians, plus a great quantity of emeralds.

The quest for gold shines through the treatment of the period as well as the harsh treatment of the Indians. This is quite apparent in some of the preceding textbook descriptions as well as some of the generalizations that follow:

> The Spaniards did not want to work, and so they forced the Indians to bring gold to them or suffer cruel punishments. Many Indians died because of hard work.

> Under cruel treatment the Indians died, and their tribes began to disappear. To get more workers the Spanish settlers kidnapped Indians from other islands. Then, in 1510, they began to bring negro slaves brought from Africa by Portuguese traders.

> Spanish greed and cruelty to Indians were often terrible. Yet they founded noble cities.

The accounts relating to gold and cruelty are somewhat balanced by descriptions that show more stable colonizing efforts. These are not as space consuming and are quite general, but, nonetheless, numerous. The following are representative.

> After Cortez and Pizarro had conquered Mexico and Peru, many of the Spanish soldiers settled down to live on the land they had fought for. Some of them married Indian women and raised families that were part Spanish and part Indian. Also many Spanish families came to live in America.

> You will want to remember that while you are exploring with them [Cortés and Pizarro], thousands of other Spaniards will be building colonies in America.

> Many were after gold, but others started missions and built towns.

> On board the [Columbus'] ships were farmers, laborers, and soldiers. There were priests whose work it would be to make Christians out of the Indians. The boats also carried cows, chickens, horses, hogs, seeds, and tools needed to start a new settlement.

The Indian civilizations, as was observed earlier, are recounted in connection with the early period of Spanish migration. In contrast to the Spanish, the Indians are idealized; possibly overidealized as the following suggest.

> The Aztecs organized schools for the children of the rich and hospitals and courts of law where rich and poor received equal justice.

> Francisco Pizarro found another rich land in the Andes mountains. This land was where Peru is today. In this region lived a peaceful group of Indians.

> Yet you would have known that you would never be in serious need. For the Inca, through his helpers, made sure that everyone in the nation had food, clothing, and shelter.

> The [Inca] workers were never hungry or in rags. They were always given food and clothing in exchange for the work they did....

One fifth grade textbook presented an interpretation that would not be highly unusual in Mexico today but is rarely seen elsewhere. It is not the common interpretation and is presented here for that reason.

> The newcomers [Spaniards] tried to plant a part of Europe in Mexico. Natives worked on these ranches and they often lived like slaves. It was hundreds of years later before the Spanish rulers were driven from Mexico and the Mexican people regained their freedom. [underscoring mine]

Less attention is given to what is called the "colonial" period in contrast to the "conquest." This is traditional, and is due most often to the nature of the courses which deal with Latin American topics; however, the conquest took place over a rather short period of time, the true colonial epoch over a very long period of time. What appears is generally negative to the Spanish and Portuguese. The following are representative:

> Under Spanish or Portuguese rule, Latin American lands had little chance to grow.

> During the colonial period, there were not many events that we need to notice. There were several Indian rebellions. One in southern Chile, in 1600, almost drove the Spaniards out. In 1780 a descendant of the Inca gathered a real army. Fighting went on for two years before his army was defeated.

> The Indians were usually discontented with the rule of the Spaniards. From time to time they revolted against the men who made them work so hard and pay such high taxes.

> ...as time went on, the Chileans became as resentful of Spanish rule as the colonists in other parts of South America.

> While the Spaniards ruled [in Mexico] there were scarcely any factories, machines, schools for workers' children or new ideas.

> In Cuba, Spain's rule was failing. People were almost in a state of slavery. Disease and death took thousands of people each year....In the other places of Spanish-America there was the same failure.

> Spanish rulers gave the people of Cuba little freedom and did little for them.

There are additional statements about cultural developments that are favorable but for the most part they do not balance the more negative aspects of the limited treatment of the colonial period. The following are representative.

> The universities of Lima and Mexico City...were as good as those in Europe, which generally were considered the best of the world.

> They founded noble cities. They built beautiful churches. In 1536 Spaniards brought the first printing press to the new world. They started great universities in Peru and Mexico.

While the colonial period is not dealt with, the period of revolution and independence from Spain is offered space equal to the conquest. This is to be expected as the Latin American Wars for Independence fall within the framework of liberal revolution for which the United States of America has served as a noble example. It is also the stage for the development of the Monroe Doctrine, which will serve American foreign policy for the subsequent one hundred fifty years.

The great heroes of the revolution, Simón Bolívar, José de San Martín, Francisco Miranda, and Bernardo O'Higgens, are discussed in virtually every book. The importance of the American Revolution as a precursor is given similar status. The discussions that follow are representative.

> The success of the American struggle for independence excited the people living in the Latin American colonies. They, too, began to demand independence.

> In the Spanish colonies, the rulers refused to grant the people freedom, and patriots took up arms against Spain. Between 1810 and 1824 the people in one colony after another fought revolutions to win their freedom. And win it they did.

> At the time the thirteen English colonies in North America declared their independence in 1776, many people in Latin America were thinking about independence. Some of the Spanish Americans complained about the many taxes they had to pay and about having to trade only with Spain. Some of them objected, too, to the power that the king's officials had over them.

> Like the people of the United States, these other Americans had to fight a mother country, which, they felt, treated its colonists very unkindly. The peoples of Latin America fought many bloody battles in their struggle to be free from Spain.

> Spanish Americans knew about the revolution in our own country. When they saw the United States free itself from English rule, they thought about breaking away from Spain. The people who had been born in the colonies wanted to govern themselves and stop taking orders from the King of Spain. In the early 1800's Spain was at war with Napoleon. This gave the colonists their opportunity to revolt.
>
> Each Spanish-American country has its own great stories of the revolutions. There are many leaders, and each country honors its own heroes. Two men were outstanding, thought, and their stories belong to all South America. These men were Simón Bolívar and José de San Martín.
>
> Two famous South American heroes led the fight for Chilean independence. One of them was San José de San Martín of Argentina who previously had led the successful fight for independence in his own country. The other leader was Bernardo O'Higgens, a native Chilean whose father had come from Ireland.
>
> Simon Bolívar was the greatest hero in this long struggle.... Bolívar's goal was to unite the new republics in a union similar to our own federal union.

The major concentration, as has been noticed, is on Spanish America. Portuguese America, or Brazil, receives less comment except for occasional generalizations like:

> Brazil, however, [in contrast to the Spanish colonies] became independent without fighting a war with Portugal.

As a whole, the quantitative coverage of the period encompassing Colonization and the Revolutions is adequate. Qualitatively, it would appear that improvement could come, hence clearer understanding. More adequate treatment of the period between the "conquest" and the Revolutions would be a step forward.

Political Development

This is the topic that receives the least attention in elementary school textbook accounts of Latin America. What appears is quite fragmented, generally negative, and so superficial as to have little meaning.

The colonial background is described in the traditional manner--an extremely centralized system with little opportunity for self-government. The following, though not typical with respect to the extreme, does convey the general tenor.

> The Council of the Indies passed laws on every subject imaginable....It decided all matters....It even appointed dogcatchers to keep dogs out of churches.

What opportunities there were for self-government, the "Cabildos," for example, were seldom mentioned.[2] The following, again hardly typical, expresses one of the more thorough attempts at describing the colonial government.

> Not all the governing was done from Europe; much of it was done in America. The Spanish colonies were divided into four large parts called Vice-royalties. Over each one was a Viceroy, or ruler named by the king. A smaller part than the Viceroyalty was the Audiencia. In it was a court made up of judges who advised the Viceroy and tried cases in that district.
>
> In each Audiencia was one or more smaller areas called municipalities, or cities. Each city had a mayor and a council. Sometimes their meetings were open to the public, much as were the New England town meetings of colonial days.

From Independence to the present, the Latin American nations are correctly depicted as having serious governmental problems. These problems range from "dictatorship" to "revolution and instability." As real as these problems are, however, overgeneralization and the lack of a realistic frame of reference (one which is not totally dominated by North American values) makes them appear much worse and more highly negative than they are. There are also occasional condescending or patronizing sentiments that pervade some of the references to government. The following are examples of the foregoing:

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[2] The "Cabildo" corresponded most closely to a municipal council.

We cannot follow the history of each Latin American country since independence. However, we can learn about certain problems common to all of them.

Caudillos - As the Latin Americans were not ready for self rule when they became free, certain leaders known as Caudillos were common. Some of them were good leaders. Garcia Moreno ruled Ecuador long and well. Some would say that Artigas of Uruguay and Díaz of Mexico were good rulers. But some of them, like Santa Anna of Mexico or Gómez of Venezuela, were not good rulers, although Gómez did bring peace to the country.[3]

Most of these leaders were soldiers. They led armies which freed their countries from Spanish rule, or the rule of another caudillo. Once they had gained power with their armies, they kept it. Generally a caudillo ruled until somebody led a successful rebellion against him. Then the winner became the ruler until he in turn was overthrown.

In a few countries there were many years of peace, but in some countries there was one revolution after another. There are still revolutions in Latin America. Perhaps there should be. Maybe even a revolution is right if it is the only way to overthrow a harsh ruler.

There have been frequent revolutions in Central America. Upsets have occurred as one group after another sought to gain power. These groups have often been guided by their own interests rather than the interests of the people.

Usually, political changes are violent rather than peaceful. Revolutions, in which the government in power is overthrown, often occur. The army often takes an active part in politics. This instability in government may be partly due to generally low income and low educational standards in Latin America. On the other hand, the reverse may be true. Political instability may be the cause of generally low standards of living and education. Watch the newspapers as you are studying Latin America. It is not unusual for a government or two to be overthrown each year.[4]

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[3] Mexicans might not accept Díaz as a "good ruler."

[4] The last sentence is a generalization that is hardly warranted. It should also be noted that the political struggles that are now occurring in Latin America are not merely personal struggles for power. There has been a consistent growth toward workable democratic government and the Latin American nations deserve greater understanding than they have received from the United States. For an interesting elaboration of this point, see: Charles O. Porter and Robert J. Alexander, The Struggle for Democracy in Latin America (Macmillan Company, New York, 1961).

The textbooks comment rather consistently that the Latin American Republics emulated the United States' form of government. After relating that the U. S. Constitution served as a model for democratic institutions, the differences are shown as the following citations suggest:

> We refer to the Latin American nations as republics, but some of them are not democratic like the United States. They do not have free elections. Often a powerful military group will control an election, insuring their choice of president of being elected. Therefore, we say that Latin American elections are frequently explosive.

> The countries are republics. The people are supposed to elect their officials, just as we do in our own country. Latin American countries have constitutions that are much like our own. But in Latin America it has happened over and over again that people lost control of their government.

On occasion, the texts make an attempt to explain some of the difficulties "that have made the Latin American nations less loyal to democratic institutions." For example:

> Most of them adopted constitutions like that of the United States. But their governments were less successful because the people did not have such a long tradition of self government as the people in the British colonies of North America did.

> In most of the countries the poorer people almost never vote. They do not have enough education to know much about the government.

Not only do the textbooks offer sketchy generalizations of Latin America as a whole, they also mention progress in the individual nations. It is here where the material is so brief that it must lose most of its significance. The following are representative:

> Costa Ricans are proud of their government, and have every right to be proud. It is one of the most democratic governments in all Latin America. The capital, where the government offices are, is San José.

In Uruguay both men and women over eighteen years of age are required to vote. They may be fined or imprisoned if they fail in their duty as citizens.

The government of El Salvador is very progressive. In 1950 it gave all women the right to vote. It has built fine paved highways, modern schools, and beautiful parks in every village.

Today Peru is a republic. The President and congressmen are elected for six year terms. Literate persons between 21 and 60 must vote. But, since more than half of Peru's people are illiterate, the government is controlled by a rather small group. Peru's large Indian population takes little part in national affairs. In recent years, the government has been stable, and strong political parties have developed.

Brazil is a republic with an elected president and two legislative houses--The Senate with eighteen members, and the Chamber of Deputies, with 76 members.

The Republic of Honduras has a president and vice-president, both of whom are elected for six years and cannot be re-elected for successive terms. There is one lawmaking body called the Congress of Deputies, members of which are elected for six years. Members of the Supreme Court of Honduras are elected by the legislature.

In Argentina, there was a long struggle between the republicans and the monarchists, and wars with neighbors before there was peace. Even afterward there were dictators. The last dictator, Juan Perón, was overthrown in 1955, and a more democratic government was established.

The short descriptions noted above are attempts to widen the coverage of Latin America to include all of the republics.[5] The ACE study was critical of the lack of balance in textbooks that always treated Mexico but did not always discuss the remainder of the Latin American nations. This criticism, as noted earlier, can still be made; however, in the political realm, balance has been sought, with minimal results.

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[5] In light of the general negative commentaries about politics in Latin America, the short paragraphs, when favorable, can hardly convey much understanding.

Economic Development

The textbooks give an inordinate amount of space to economic development in Latin America but too much of it is a mere listing of products and minerals produced in the various countries. From the descriptions, it is evident that the Latin American countries have not developed very rapidly; it is also evident that they have semi-colonial economies. Foreign investment, especially in mineral resources, is mentioned but there are few discussions of the controversy that has arisen in this realm and the antagonisms that have resulted. For example:

> American and Dutch companies own most of the oil wells. They pay a high tax on their oil production to the Venezuelan government. The government uses this tax money to build highways, bridges, dams, electric generating plants and other projects that benefit the country.

> With the considerable help of American capital, many valuable mines were opened in Cuba. Chromium, iron, copper, nickel, manganese, silver, and gold are some of the more valuable minerals taken from Cuba's mines.

> Now many people have been able to get work with the [American] oil companies. They work in the oil fields, or they help build roads and lay pipeline. Since they have money to spend, they can buy more from the storekeepers. Those who still keep cattle on farms have a better market for their products.

> North American and European companies have developed these resources as concessions from the governments of Venezuela and Colombia. The companies pay heavy taxes on the minerals they take out of the country. They also give employment to many workers. They build roads, schools, hospitals, and even whole towns.

No one disputes entirely these kinds of statements but there obviously is another aspect, somewhat negative, that should at least be mentioned. The elementary textbooks, as a rule, however, do not discuss items of controversy which makes the more favorable aspects of foreign investment, as opposed to anything negative, expected.

Mexico, Brazil, and Argentina are portrayed quite accurately as leaders in economic development but it is difficult to discern the true nature of this development. For example, a textbook relates that: "Mexico's wealth in minerals and water power has greatly helped the people build up their industries. Mexico is rapidly becoming one of the major manufacturing countries of Latin America." This kind of description, without supporting information, doesn't relate enough to bring understanding.

One of the major criticisms of the ACE report was the degree of over-generalization made about the whole of Latin America. Generalizations can hardly be avoided but there are obvious limits. The elementary textbooks surveyed in this study seem to have profited by the ACE report, as regards economic development, for great care is shown in keeping generalizations regional--Central America for example--rather than generalizing for the whole of Latin America. There are exceptions like: "The economic life of Latin America is much the same from place to place. In almost every country, most of the people make their living on small farms and use ancient methods of farming. They barter and trade some of their produce to other farmers and to shopkeepers rather than use money. In most countries there is some commercial agriculture as well." But these kinds of narration are infrequent.

The Latin American countries are shown as possessors of considerable natural resources which is both fact and fancy. They are all not as mineral rich as constant references to mineral wealth might lead one to conclude. This concern for "mineral wealth" also seems to have the effect of de-emphasizing the less than satisfactory arable land which yields, on the whole, a generally low product per acre and which is the principal support of the majority of the peoples in Latin America. The following citations emphasize the point:

> Mexico is a land of great wealth. From the time of Cortés to the present, Mexican mines have given nearly half of the world production of silver. The mountains of Mexico leave too little good farming land. But through a great variety of minerals, the mountains have given Mexico its greatest wealth.

> Many different kinds of ore are found in Mexico, and for many years mining has been a main industry. Mexico today leads all other countries in the world in the production of silver.

> Latin America is rich in minerals. Mexico leads the world in the production of silver. Chile has huge deposits of nitrate, which is used in making fertilizers and explosives. Venezuela has main oil fields. There are large amounts of tin, copper, ore and other valuable minerals or precious stones in several South American countries.

> Brazil has very large iron-ore deposits. Engineers have said that they are among the largest in the world.

> When some people hear about Peru, they at once think of gold. A great deal of gold has been found in the mountains of that country. Long ago the rulers of Peru had dishes of gold and silver. Much of the gold and silver of Peru has been mined and sent to other countries. But there is still plenty more hidden in those high, rough mountains. There are also other minerals such as copper, lead, and coal. These minerals are more useful to Peru.

At the same time that there is discussion about natural resources, there are also references to the inefficiency in their use. For example:

> Inefficient use is made generally of resources. The talents of many people are not developed because of lack of education. Some land which should not be farmed is being farmed. Some fertile land, which is well located for agriculture, is not used. Mineral ores are crudely mined and inefficiently smelted.

Agriculture is still the base of the economies of most of the countries of Latin America. The textbooks treat this area, primarily as it relates to the export market. The following are typical:

> Argentina's richest resource is its black, fertile soil. Agriculture ranks first in the economic life of the country. Alfalfa is the main crop because it is vital to the cattle industry but beef and hides are the leading products.

> The farmers of Brazil grow cotton, corn, beans, rice, bananas, and sugar cane. They raise cattle on the grass plains of central Brazil. But they are best known all over the world for their coffee. They grow more than half of all the coffee raised on the earth.

> Millions of pounds of coffee are shipped from Central America each year.

> The main business on the hot grasslands is ranching. The people raise animals partly because the land is much better suited to grazing than to growing crops. Also it is far easier to take the animals to market because they can be driven across the country.

> We have learned how changes in the world coffee market during the 1930's taught Brazil the dangers of the one crop system. There was a second important lesson too. Most of the income and profits from coffee had to pay for machines, textiles, and other manufactured goods that she bought from other countries. If Brazil would develop her own industries, she would be able to keep these export profits at home.

The one-crop economy, a problem to the coffee, banana, and sugar areas of Central America and the Antilles, is mentioned briefly in most of the elementary textbook accounts. This represents an economic difficulty which the textbooks recognize. A greater problem, one that will be touched upon again in the section entitled "social problems," is the land ownership system. The Hacienda and its counterpart institutions have prevented an equitable distribution of agricultural land.

While some of the textbooks point out that in some countries the majority of the land is owned by a minority of the population, the accompanying descriptions of the hacienda, for example, make it appear to be little more than a "ranch." To call a hacienda a "ranch" would be to misunderstand the institution. Where the textbooks try to discuss the hacienda outside the context of a "ranch" they still miss the mark. The following represents one of the more typical:

> An estancia in Chile ["estancia" is not usually used in Chile] looks almost like a little village. The owner's house is large and surrounded by trees and gardens. Not far away, are barns and corrals and graneries. Hundreds of workers live in simple brick houses nearby. They raise most of their own food in little gardens. Few workers ever move from the estancia where they were born.

The following is less typical and while it does not deal directly with the hacienda, it is a much better presentation.

> Perhaps, if you were a Chilean, you might be the child of a wealthy landowner and live on a hacienda of many thousand acres, in the rich Valley of Chile. Your family would probably live in a fine house, with rows of splendid poplars and eucalyptus trees lining the roadways and great banks of colorful flowers. No doubt your father would have overseers to look after the estate. He himself might spend some of his time playing polo. Your family would probably visit art museums, attend the theater, or even go to Europe. You might go to school in Europe....Then again you might not be born into a wealthy family. You might be one of the rotos or 'ragged ones,' who do the hard work....If so, you and your family would live in a one room mud hut on the hacienda. Your family would be allotted an acre or two for raising wheat and vegetables for their own food. They might even have a pig and a goat. Your mother would cook in an outdoor oven. Since your father's wages would probably be very low, your family would have only the barest necessities of life.

More knowledge about the hacienda and its counterpart institutions could help in the understanding of some of the retardation of the countries of Latin America.

U. S. - Latin American Relations

United States relations with the Latin American nations have been vital in the past two centuries. The mere fact that the United States has been the dominant single nation in the western hemisphere had made contact "touchy" but questionable policy (in retrospect) has often brought open hostility.

The United States has often neglected Latin America and has often looked upon it as secondary in importance to other areas of the world; but for the Latin American nations, as much as they might have liked to have had their major contacts elsewhere, geography and physical and economic power have made the United States the dominant influence. To understand Latin America in the present, it is necessary to pursue United States - Latin American relations.

Elementary school textbooks have given this area an "uncontroversial" attention. The accounts most often bypass the possible conflicts; for example, the Monroe Doctrine is not always mentioned, the Mexican War generally encompasses little more than a bland paragraph, the nineteenth-early twentieth century period of American imperialism, which includes the Panama Canal Zone acquisition, are most often avoided. However, the more positive elements are consistently treated; for example, the growth of the inter-American system, and the Good Neighbor policy.

The following descriptions give a good example of the "tone" that accompanies U.S. - Latin American relations.

> Mexico shares our southern border for a distance of almost two thousand miles. In Spanish, the language of Mexico, "Amigo" means "friend." The people of Mexico and the United States are "amigos." But this has not always been true. The two nations have disagreed many times and have even fought each other. Now they are at peace. Mexicans would like us to know them better and to understand

> some of their problems and what they are doing to solve them. 'Mexico' [the chapter title] will help you become better acquainted with our amigos just south of the border.

> Mexico and the United States...are the best of neighbors. The two countries have a common boundary from the Pacific to the Gulf; but no quarrels.

> 'Brazil has many reasons for regarding the United States as a good neighbor,' continues [a supposed Brazilian]....'Let me give you an example. Ever since white men settled in South America, yellow fever has been one of our deadliest diseases....But in 1898, doctors from your country [U.S.] learned that yellow fever was carried by a certain kind of mosquito. They learned how to destroy those mosquitos....'

> We [U.S.] have helped the Venezuelans in other ways too. We have loaned them money and we have given them technical help in solving their problems.

> At the present time the United States is helping Paraguay build a trans-Chaco highway which will be a section of the Pan-American Highway system.

> Cuba has had much help from the United States. People from the United States have supplied money to start industries and open up mines. Visitors from the United States have spent much money in Cuba. The United States has been a market for sugar, Cuba's principal product.

> Today in the United States we are still trying to carry out the spirit of cooperation with our neighbors to the south.

The Monroe Doctrine, United States foreign policy during the nineteenth and twentieth centuries, has been somewhat regionalized through the Organization of American States. However, this is hardly mentioned as the accounts are generally very brief with very little attempt at analysis. The following are representative:

> So in 1823 President Monroe sent a special message to Congress. This message is now called the Monroe Doctrine. It warned the European Kings to keep their hands off the Latin American republics. As independent nations they were no longer open to colonization.

2

> 'Hands off' is a short definition of the Monroe Doctrine.... The Latin American nations were not consulted about the declaration but they looked to the United States for leadership and friendship. Many of them had found inspiration in the Revolutionary War and the Constitution of the United States. They were grateful for the defense of their newly won independence.

> In 1823 James Monroe was our president. Monroe decided it was time to let the world know how the United States felt about Europe and The Americas. So he delivered a very important message to Congress. This message said that North and South America could no longer be colonized by Europe. No new settlements under European flags would be allowed....This was the famous Monroe Doctrine. It is a policy we still stand by today.

> It [the Monroe Doctrine] has served to protect Latin American countries against ambitious rulers in Europe. Everyone has understood the Monroe Doctrine to mean that the United States would fight if necessary to protect Latin American countries.

The most serious conflagration between the United States and any Latin American nation was the Mexican War of 1846. This war grew out of the Texas War of Independence and the later annexation of Texas by the United States. The Texas War of Independence (Texas revolution), and especially the "Alamo," is discussed with greater enthusiasm than the later Mexican War which receives a variety of treatments when discussed. For example:

> The Texans refused to obey the new laws. 'They are not fair laws,' they said. 'Besides we should have a voice in making the laws.'

> [With regard to Texas Revolution] We demand our rights to have some part in making laws....

> Americans living in Texas found themselves governed by Mexican laws. Some of these laws made the American settlers very angry....Texans objected, but the Mexican government said the laws had to be obeyed. Texans thought differently!

> In 1845 she [Texas] became a state of the United States. This made Mexico very angry....Shortly afterward, trouble

> arose over the boundary line between Texas and Mexico and the United States declared war....American armies soon defeated the Mexicans. The treaty of peace fixed the southern boundary of Texas at the Rio Grande...[other terms of the treaty].

> About the same time [as the Texas Annexation] many Americans had begun to drift westward all the way to the Mexican territory of California. The Mexicans began to be afraid that the Americans would try to take California. The Mexicans were determined to show that the western lands belonged to them....The American people, on the other hand, believed they had a right to be in these places. They felt that new land belonged to the country whose people could move into it and build settlements....
>
> Mexico and the U.S. fought a war to decide who owned the lands of the west. It was not a very long war. There wasn't much fighting...[Peace Treaty]...Although Mexico and the United States once fought each other, they are good neighbors today....Would you say that life is more pleasant when you are friendly to others?

> Soon after Texas joined the United States, we found ourselves in a quarrel with Mexico. Sam Houston had set the southern boundary of Texas along the Rio Grande. But Mexico claimed the land above the Rio Grande to the Nueces River.... War between the two armies [sent to the Rio Grande] exploded in 1846....Everywhere, Mexican forces were defeated quickly.... By 1848 the Mexican War was over.

> The United States declared war on Mexico when a final bid for peace failed and the Mexicans invaded Texas.

There are some notations of the anxieties caused by the war, such as, "The Mexican War made many Latin Americans sure that the rapidly growing power of the United States was to be feared," but these are not common fare.

The Spanish-American War and the accounts of Theodore Roosevelt are popular in the textbooks but the discussions are rather shallow. The following are examples:

> Suddenly, a terrible thing happened. The United States battleship Maine mysteriously blew up and sank at Havana,

> Cuba. There were 266 Americans killed in the blast. Americans believed the Spaniards had sunk the Maine. They cried out for war against Spain....The Spanish-American War lasted less than four months. Our forces defeated the Spaniards wherever they fought....Cuba became free. Puerto Rico became a possession of the United States. Our country took over the Phillipine Islands until they, too, were ready for independence.

> Theodore Roosevelt quickly helped to organize the 1st United States Volunteer Cavalry, the famous roughriders. What a band of fighters they were! The Rough Riders wore blue shirts and slouch hats....Theodore Roosevelt led his men in a wild charge up San Juan Hill, overlooking the harbor city of Santiago. Teddy Roosevelt wore a slouch hat and blue uniform, with a blue polka-dot handkerchief around his neck.

The Platt Amendment is mentioned often with regards to the aftermath of the Spanish-American War, but the statements are very neutral. The Panama Canal and Caribbean interventions are also discussed in connection with the aftermath but almost entirely without controversy (with the exception that the accuracy of the statements, as made, are sometimes questionable). For example:

> There was a need at once for a shorter route [as shown by the war]....Building the Panama Canal was a big job. The Pacific Ocean was higher than the Atlantic....

> The United States was even more interested than the French in building a canal....The country of Panama sold us a small piece of land known as the Canal Zone. The price was $10,000,000 down and yearly payments of $250,000.

> For many years ship captains hoped that someone would build a canal through the isthmus. Finally the United States decided to build the canal. The Republic of Panama agreed to rent us a strip of land across the isthmus. The land is called the Canal Zone.

> In 1904 the United States undertook to build a canal there [Panama]. But we learned from the French failure. We knew that before we began digging, something had to be done to take care of the health of the workers.

> The two cities of Panama and Colón are part of the Republic of Panama but the United States Army takes care of health.
>
> You should hear the groans of the Panama farmer who keeps cows. He tells how the Army makes him watch out for flies. The area that gets this strict supervision has one of the lowest death rates in the world.

> The name Nicaragua probably reminds your parents and grandparents of political quarrels. The quarrels in Nicaragua were so bad that the United States kept Marines there for many years to help keep order.

The obvious stress in the elementary textbooks is Pan-Americanism, cooperation, and good neighborliness. This theme is constant as the textbooks relate the need for understanding and friendship. The following descriptions are examples:

> President Hoover started the Good Neighbor Policy, in which the United States tried to treat Latin American countries as equals. President Roosevelt also followed it, as did later presidents.

> To the south [of the United States] are the countries of Central and South America. Any problems that have come up between the United States and these neighbors have been worked out peacefully.

> For years the U.S. has followed the 'good neighbor' policy. This friendly attitude has brought about a better understanding between our country and the Latin American republics, particularly since the Pan American Union was set up in 1890. This organization of Latin American republics and the United States gave way in 1951 to the Organization of American States.
>
> At meetings of representatives from member countries, called Pan American Conferences, ideas are exchanged and problems of defense are discussed. We have found that by being friendly we can help each other in many ways.

> More recently, the United States and the republics of Latin America have joined together in the Organization of American States (OAS). OAS, which works in much the same way as the United Nations....

> The countries which belong to this organization [OAS] try to work out their problems together and to settle their quarrels by peaceful means. They also look after such matters as trade between countries.

> Its aims [OAS] are to strengthen the peace and security of the Americas, and to promote friendly co-operation among the member states.

> Since its founding, the OAS has helped prevent several wars.

There is still some chronicling of dates and meetings with regard to the Pan American Union, as was reported by the ACE report, but it appears that this has declined. One might question some of the material as being overly optimistic but the motives, if they are motives, are encouraging.

Social Problems and Social Change

The "revolution of rising expectations" is a reality in Latin America and while elementary textbooks do not treat it extensively, they recognize it. Elementary students are presented with some background on the social problems that exist as well as the drive for change. In general, social class division, illiteracy, and poverty rank high in these discussions.

The Alliance for Progress, the present program for attacking many of the ills within Latin America, is not generally mentioned though the copyrights for most of the textbooks used in this survey were later than 1961. However, there is some emphasis on the inter-American concern for the social problems of Latin America and the United States interest is mentioned.

The following descriptions are representative of the manner in which social problems are outlined:

> In general, class distinctions are sharp and the standard of living of the masses of the people is low. There is much illiteracy and this is one of the chief problems....

> Lack of education...has kept Paraguay from making as much progress as some other countries.

> Life in the Indian villages in the mountains of Ecuador is much the same today as it has always been. Most of the Indians can neither read nor write. One of Ecuador's greatest problems is how to provide more education for the large Indian population.

> Latin America has made slow progress in some ways. It has suffered because, for centuries, the Europeans who came wanted riches rather than homes....Many of the people suffer from unhealthful conditions, lack of education, and poverty.

> Many people in South America are still poor and not educated. The countries are trying hard to educate all boys and girls.

Not only do the elementary textbooks discuss the need for change, they also express some of the advances that are being made. For example:

> Costa Ricans are proud that they have more school teachers than soldiers.

> In the field of education the Andean countries are carrying on several important projects, such as the building of schools, the buying of school equipment, and the training of teachers.

> It [Latin America] is a land of opportunity....It is rapidly catching up with the industrial countries but it is still a mixture of the old and new.

> In most places, living conditions have improved a great deal. There are many cities and towns in Latin America just as modern as our own in the United States.

> Brazilians of Rio have every up to date comfort and convenience. They have very modern apartment buildings, office buildings, and stores. Automobiles crowd wide streets. Busses and suburban trains take workers to pleasant homes outside the city. For recreation there are beaches....

> Conditions for Mexican farmers are improving, but the Mexicans are not satisfied. They want a better life, free of poverty, disease, and ignorance.

> Mexico was once one of the poorest countries in all Latin America. Today it is one of the more prosperous countries. Life is steadily improving and the people look forward to a much brighter future.

> In Uruguay, workers have an eight hour day and a forty-four hour week, vacations with pay, and many other benefits. All children are required to attend school, and tuition is free even through college.

Along with the references to change, there is an occasional mention of communism, as the following depicts.

> Throughout Central America, the common man is demanding a higher standard of living, and living conditions are rapidly changing for the better. A major question, however, is whether change will be rapid enough to prevent the people from adopting methods of change offered by totalitarian communism.

Surprisingly, Castro's revolution is not often mentioned. Cuba is discussed in the majority of the textbooks as "a friendly nation" on a pre-Castro basis. It would appear that outdated material of this type occurs because "revised" textbooks have not been carefully updated in all areas.

Pictures depicting social problems are present in the textbooks but these are balanced by presentations representing change. In this area especially, newer textbooks have achieved a balance which was not present in 1944 and was criticized by the ACE report.

CHAPTER IV

SECONDARY TEXTBOOKS

Social Studies in the secondary school, like that at the elementary level, is structurally similar throughout the United States. The programs have become somewhat standardized through the influence of a host of committee reports beginning with the American Historical Association's Committee of Ten in 1892 and its Committee of Seven in 1899; the latter being the most influential.[1]

The general pattern at the moment is:

Grade Seven - World Geography, History of home state, Old World backgrounds for United States History.

Grade Eight - United States History.

Grade Nine - Civics, Social living, Vocational Orientation and occasionally World Geography or World History.

Grade Ten - World History, World Geography, World Cultures.

Grade Eleven - United States History.

Grade Twelve - Problems of Democracy, American Government, Economics.

There are some regional differences in the social studies but the variations affect only one or two courses in the six year sequence of the curriculum.

Latin American History, as a single course, is not standard at the secondary level. As a specialized study area, it is often treated at the grade seven level, with a geographic emphasis, and at grade ten in either World History or World Cultures, the latter becoming a popular alternative to World History. Outside of the Mexican border states, there are few school districts that offer elective courses in Latin American history.[2] However, these kinds of courses are frequently offered in school districts in Mexican border states at the junior-senior high school level. For example, the Dallas, Texas, schools list a course with the following description: "Emphasis upon the geographic, political, and economic conditions which developed the Aztec, the Mayas, and which led to the success of the Spanish conquistadors; attention to the influence of Spanish colonial rule as expressed in Latin American life today; emphasis upon present problems in government and cultural life of the peoples, with attention given to the contributions Latin America makes to the international scene."[3]

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[1] For good historical descriptions of the work of the various committees, see: James High, Teaching Secondary School Social Studies (John Wiley Co.: New York, 1962), pp. 30-50; Edgar Wesley and Stanley Wronski, Teaching Social Studies in High Schools (D. C. Heath Co.: Boston, 1964), pp. 43-50; Erling Hunt, et al, High School Social Studies Perspectives (Houghton Mifflin Co.: Boston, 1962), pp. 3-28; I. James Quillen and Lavone A. Hanna, Education for Social Competence: The Social Studies in Secondary Schools (Scott Foresman and Co.: New York, 1961), pp. 5-24.

Outside of the aforementioned exceptions, the most general contact with Latin America for secondary school students comes in the American History sequences at grades 8 and 11. Because of the subject matter concentration of these offerings, the Latin American countries are discussed only as United States policy comes into contact with them. Therefore, United States - Latin American relations are major; and these contacts have not always been pleasant.

The ACE found the greatest scarcity of materials on Latin America at the secondary level. Though there are increasing numbers of supplementary materials being published, there is little call for histories and geographies of Latin America. Publishers, given the obviously small market, could hardly be expected to produce new textbooks and little has appeared since the ACE report in 1944.[4]

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[2] The Robert A. Taft Institute Study on "Citizenship Education in the High Schools of New York State" reported that, in 1962, two districts offered elective seminars in Latin America with a total of thirty-six students and one offered an elective course in Latin America and Canada with an enrollment of thirty students.

[3] I. James Quillen and Lavone A. Hanna, Education for Social Competence, op. cit., p. 468.

The ACE also reported that United States History was the principal instructional area in which students came into contact with Latin American topics. They concluded as a result that it was important to handle these topics adequately both quantitatively and qualitatively. While they found the material adequate quantitatively, they also found the qualitative treatment somewhat unfortunate because of the emphasis on foreign relations. "Our national interest and pride have quite naturally led textbook writers to devote most of these sections to expansion and intervention because the results of these interests have been generally satisfying to a growing young nation anxious to believe its strength."[5]

Much of the same criticism could still be justified. If there are differences, they lie in the recognition that problems and misunderstandings have been caused as a result of United States expansion and intervention policy. This has led some textbook writers to pose serious questions about the sources of conflict. It has not gone as far as the "fault-finding" that the ACE found in college materials but likewise it is also far from the "all praise and no blame for whatever the United States has done" that the ACE reported for secondary school textbooks.

If this represents improvement through critical appraisal, there are other areas where little change (in some individual textbooks the change has been very encouraging) seems to have occured since the ACE study. The problems of economic development are still inadequately discussed as are cultural developments within Latin America. It should be remembered, however, that secondary textbooks concerned with U. S. History are not particularly noteworthy in these areas with respect to the United States. This is in no way a defense of the scant improvement since 1944 but it does fit a value pattern that exists. One can only recommend that content in the social studies field as a whole receive a thorough rethinking.[6] When this has been done, more serious criticism might have greater justification.

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[4] One publisher, Prentice Hall, lists a college textbook in Latin American History for possible use with secondary school honors students.

[5] Latin America in School and College Teaching Materials, op. cit., p. 96.

Pan-Americanism is still a major topic in the secondary school social studies textbooks but it is still too often a listing of conferences and statements of ideals. The ACE report stated that: "For millions of high school students who may never read another textbook under conditions of formal instruction, the opportunity to form intelligent judgments may be realized if the challenge of Pan Americanism is pointed up as an adjustment of ideas as well as a record of confusing conferences."[7] The conferences in present textbooks are really not confusing but the "adjustment of ideas" is still lacking. The very heavy stress given to the need for cooperation and friendly relations is a start in this direction and permeates much of the discussion of Pan Americanism and the O.A.S.

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[6] And efforts are being made! The recent passage of Title XI, of the National Defense Education Act, which calls for History Institutes, is a step in this direction. The North Central Association Project on Foreign Relations, begun in 1955 with Ford Foundation funds and, since, supplemented by the Harris Foundation has published some excellent materials (Laidlaw Brothers Publishers). The Service Center for Teachers of the American Historical Society, through their publications and conferences for school history teachers and administrators, continues to exert an influence for improvement. Project Social Studies, supported by the U. S. Office of Education, with centers at the University of Minnesota, University of Georgia, University of Illinois, The Ohio State University, Carnegie Institute of Technology, Syracuse University, Harvard University, Northwestern University, San Jose State College, Amherst College, Massachusetts Institute of Technology, and the University of California at Berkeley, is an example of a massive effort at curriculum revision. For an excellent report on the work of these centers, see Social Education, Vol. 29 (April 1965).

"La leyenda negra" remains in the secondary textbooks in much the same way as it appeared in elementary textbooks. Authors seem to be aware of it and do make a point of the fact that Spain has been possibly misjudged. Yet, in the same textbooks statements will appear like "...but the story was the same: a policy of deceit, cruelty, and destruction that robbed and enslaved the Indians...." The difficulty lies in the obvious limits of space in which to make a period understandable. Where space is a problem and where textbooks, because of organization, have Latin American topics spaced at various intervals, consistency, as well, becomes a problem. The fact that efforts are being made to present more balanced presentations is an encouraging sign.

The remainder of this chapter will be given over to the content analysis categories in order to present the flavor of the material surveyed.

Geography

The geography that appears in the history textbooks is generally limited to outline maps and place locations. Because geography as a separate subject is not commonly studied by large numbers of students at the secondary level, geographical study is seriously limited.[8]

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[7] Latin America in School and College Teaching Materials, op. cit., p. 80.

Generalizations are often used to describe Latin America geographically; some of them plausible, others quite unreasonable. For example:

> Extending more than six thousand miles from our Mexican border to the Strait of Magellan and Cape Horn is the huge extent of territory known as Latin America. It is larger than our fifty states and Canada combined. Parts of it are burning deserts, as in northern Chile; other parts are damp and rainy, as in the Amazon lowlands. Still other portions are bitterly cold, as on the highest mountain peaks of the Andes, and in the far south, close to the Antarctic regions.

> Most of the Latin American countries lie within the wet tropics. In those hot, moist lands men do not have as much energy as those who live in the colder regions of the world. It is believed that the cooler climate has an invigorating effect on man, whereas the climate of the tropical belt debilitates....Therefore it is easy to understand how climate has hindered progress in many of the Latin American countries.

The first generalization, though limited, does convey size and also great climatic-geographic variety. The second, though a popular, almost stereotyped view, can hardly be called accurate.

Latin America is shown to be very mountainous and, further, that this condition has made communication between countries difficult. This is obviously true and represents one of the "keys" to an understanding of Latin America. The following are brief examples:

> South America, like Anglo-America [an obvious misuse of the term], is divided by belts of highlands, as you can see on the map....But the Andes mountains of South America are much more impressive than any mountains of North America. Like a great wall, the Andes follow the western shores of the continent from the Caribbean southward to Tierra del Fuego, a distance of more than four thousand miles. The Andean wall is both higher and narrower than the highland belt of North America.

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[8] When it does take place, it is most common at the seventh grade level.

> The geography of Latin America helps to explain why it developed into many different nations rather than into one united nation.

> Until recent years these conditions [Andes mountains and hot humid coasts] have made it hard for Colombians to communicate with one another and with the outside world.

There are the usual descriptions of agricultural outputs but these are far less detailed at the secondary level than they were at the elementary level.

People

Latin America is correctly depicted as an area inhabited by a mixture of races. For example:

> People of all three major races live in Latin America. There are Mongoloids, descendants of the original Indian peoples. Indians are much more numerous in Latin America than in Anglo-America. There are also Negroids, who make up an important group, especially in the West Indies and in parts of Brazil....In Middle America, the three main races of men appear in about equal numbers, and there are large groups of people in which the races have blended. The blending is more true of Central America than of most of South America.

> By far the largest group of people in Latin America are known as mestizos. In fact, they make up two-fifths of the entire population. Many of the early Spanish and Portuguese settlers married Indians. Their descendants are Mestizos, people of mixed European and Indian ancestry. The Mestizos have straight black hair and dark eyes. Their skins are sun tan to bronze in color. Many of the prominent citizens of Latin America are mestizos.
>
> Another fifth of the people of Latin America are mulattoes.

This population mixture and the reasons for the large pockets of Indians in the Latin American countries is adequately explained by descriptions of the pre-Colombian period. The following type of explanation is common as the textbooks relate the Indian to present Latin American conditions.

> For example, in Guatemala, half of the people are full blooded Indians descended from major tribes. Their village and ways of life have changed little since the time of Columbus.

The point relating to the Indian living as his ancestors lived is, unless qualified, an overstatement but there is validity in the thought being expressed. It is one of the obstacles to modernization and represents one of the great challenges to governments of Latin America.

While it is very clear that there are mixtures of races, generalizations are often made about the whole of Latin America rather than to specific countries where the generalizations most appropriately apply. There are also generalizations that are more specific, for example:

> [Brazil is made up of] indians, negroes, whites and mixtures of all three or any two of them. No one knows the exact number of each, but it is estimated that white men make up no more than one third of the population.

> Most of Mexico's people are Indians and Mestizos. Indians of pure blood make up about one fourth of Mexico's population....The Mestizos and the Indians account for nine-tenths of the population. The remaining tenth consists chiefly of descendants of the early Spanish ruling class, most of whom live in or near Mexico City.

> Certain Latin American countries whose population is mainly creole, such as Argentina, tend to look down upon countries whose population is Indian, Negro, and mixed. [use of "creole" is an awkward term that could be used more accurately]

In general, the races are shown to be in outward harmony; for example:

> All the races apparently work well together and there is little conflict between them.

> The contributions of the Hispanic-American republics in culture and race relations have just begun to show.

Statements about harmony do illustrate the racial equality that is more common to the Latin American countries than to the United States but it is also obvious through the descriptions that there are economic differences. This is especially noticeable in the descriptions of the Indian's lack of progress and his isolation from the economic and social life of his country. The mestizo is shown to be making more progress but statements like "many of the prominent citizens of Latin America are Mestizos" would also infer that most mestizos are not prominent citizens of Latin America. Excessive poverty is often associated with the non-white elements in society. This might very well be true but the descriptions are too often of a condescending nature.

Statements such as "a New Yorker would probably be more at home in Buenos Aires than would an Indian from Peru" are accurate but rather meaningless. A resident of Buenos Aires conversely would probably be more at home in New York than an Indian from New Mexico, or a cattle rancher from Montana. The point the authors of these kinds of statements are trying to make is that there are great cultural differences within the Latin American world, but this can be shown in more positive ways.

Colonial Period and Revolution

The period of colonization is given extended coverage at the secondary level. Primarily because it is such an important development in world history - an expansion of Western Europe - and because it is essentially the beginning of our own American History. The Spanish led the way into the Americas and are, therefore, given attention in every American History and World History textbook.

It is in this area where consistency is decidedly lacking. The Spanish conquest and subsequent colonization have been the subject of the black legend or "la leyenda negra" for a number of centuries and while re-interpretations have been appearing in print, they have not always found their way into school textbooks. Some textbooks make efforts at creating a sense of "balance" in their coverage, others offer little that would differ from the past negative treatments. The ACE study noted that there was improvement in this respect, and I would have to conclude that the present study indicates continued improvement; however, it should be re-emphasized again, one cannot expect complete, final revision within a short period of time.

All of the textbooks treat the Indian civilizations in very favorable ways. They were amazing civilizations, given the limitations of isolation, but they were not far removed from James Joyce's "magnificent barbarism." Many of the textbooks paint the Indian star so brightly that the Spanish intrusion is itself reduced to the height of barbarism. A reasonable perspective and greater respect for the Spanish in the context of the times should help to make this whole episode more realistic and, therefore, more understandable.

The ACE report suggested that a better treatment would come if the personalities involved in the story of the Conquest and colonization were not all military conquerors and explorers. They suggested Mendoza, Zumárraga, and Quiroga, for example. While I would agree that discussion of these individuals, and many others like them, would help achieve a better balance in the treatment of the Spanish period, the bulk of the space is still left to the conquerors. This can be explained by the fact that most of the treatments are not concerned with Spanish colonial and institutional development of the post-conquest period. This has much less bearing on the study of United States history than the exploration and conquest period.

The following descriptions are indicative of the harsh aspects of the Spanish Conquest as they appear in the textbooks:

> ...the story was always the same [with regard to the conquistadors]...a policy of deceit, cruelty, and destruction that robbed and enslaved the Indian.
>
> The cruel conquistadors enslaved the indian peoples and virtually wiped out their proud civilizations.
>
> It is a pity that the Aztec capitol was destroyed.
>
> Only too soon did the natives find out that those whom they had thought to be strange white gods were but selfish men.
>
> And by the same ruthless methods of plunder, murder, and enslavement of the natives, another province [Peru] of New Spain was established.
>
> The native indian and imported negroes were frightfully treated.
>
> Montezuma and his Aztecs received them courteously and offered them gifts. In return Cortez destroyed the city, starved the people and tortured Montezuma to death.
>
> Spain kept a jealous watch over vast lands in America. Their main concern was how best to exploit their colonies.
>
> Throughout Spanish America Indians and Negro slaves suffered hardships and injustice.

In the same textbooks, however, and usually later, there are also less negative statements that are more balanced; for example:

> Lest we think of the Spaniards only as sword-waving conquerors, we must remind ourselves that they brought to their possessions a great many new food crops such as...

> Although we can see after four hundred years what things were of enduring importance in the Spanish settlements, at the time only gold seemed worthwhile to the Spanish conquerors.
>
> The Roman Catholic Church was active in New Spain from the start. A great number of missionaries devoted their lives to converting and teaching the indians. Thousands of churches and hundreds of monasteries were built. The Church established schools, colleges, libraries, and printing presses.
>
> The Spanish lost little time in settling their new possessions. In 1574 the royal geographer reported there were 200 Spanish towns in the Americas, in addition to mining camps and ranches. The Spanish population in these towns was then about 160,000. The great majority of the settlers were men, many of whom married indian women.
>
> The Spaniards showed extraordinary energy not only in conquering but in colonizing their American possessions.
>
> Spanish policy toward the Indians was both good and bad.
>
> Historian Hubert Herring wrote 'Spain did not introduce cruelty and war: exploitation was an old story to the Indian.'
>
> When we recall the often brutal treatment of the Incas and Aztecs by the Spaniards, the civilizing work done by the Spaniards in the new world should not be forgotten. Here were the earliest American hospitals and asylums; they were for the use of the indians and negroes as well as the Spaniards.
>
> Catholic priests tried to obtain better treatment of the Indians and the rulers of Spain attempted in various ways to put an end to forced labor.

While not going into great depth, some textbooks also go further toward the extremely positive in their descriptions of the era. In these, there are many comparisons with the English colonization. For example:

> Settlements were begun almost a century before the English managed to begin their first successful colony in the new world.

> Each of us probably has many mistaken ideas about the other Americas....We sometimes think our pilgrim forefathers built the oldest college in America, although there were six universities in the other Americas before Harvard University began to train ministers.

> The Spanish showed extraordinary energy....They built cities and missions, constructed forts and harbors, and even considered the possibility of digging a canal across the Isthmus of Panama....Within a century Mexico City and Lima were flourishing centers with churches, printing presses, and universities; and Potosi in Bolivia, near the richest silver mine in the world, had a population of 150,000.

> The centers of Spanish settlement were the birthplaces of European industry and culture in the Americas....As early as 1522 there was a school in Mexico City attended by more than 1000 Indian boys. Both Lima and Mexico City had universities half a century before the first English settlement was made in the Americas. Art, music, and literature developed in Spain's possessions before there was any New England. Native artists painted pictures that compared favorably with famous paintings brought from Europe. Important books were being written in Mexico by its own authors.

> The Spanish became colonizers in the true sense of the word. Unlike the Europeans in Asia, who were traders, the Spanish in the Americas were permanent settlers.

> In general, both the Spanish and the Portuguese were more liberal in their attitude toward the Indians than were the English.

> Yet it was the Spaniards who persevered in their efforts to Christianize the Indians. Most of the Indians of Latin America are Christian today. The English made no such serious effort.

The wars of independence that ended Spanish control in most of America are not described at length. The causes for these wars, as described, appear to be very similar to those of the American Revolution. And with regards to the American Revolution, this is shown to be a major precursor and influence in the subsequent revolutions in

Latin America. Simón Bolívar and San Martín are nearly always mentioned in the accounts of the revolutionary period with Bolívar maintaining his title, "The George Washington" of South America.

The following portray textbook treatments of the background for the Wars of Independence.

> It has already been shown that Spain, like other colonial countries, governed her colonies for her own benefit. Tax collectors were often dishonest and their methods of collection vicious and cruel. Moreover the authorities kept the Indians, Mestizos, and Mulattoes in poverty and ignorance and mistreated them. It was the Creoles, or American-born Spaniards, who were most dissatisfied....Washington was regarded as a hero by Creole leaders. The example of the United States led many of the southern republics to adopt the federal system of government after winning independence.

> The colonies of Latin America were very much like our own colonies. Both were ruled by oppressive monarchs of the old world, and both finally rebelled. The grievances of the Spanish colonies sounded just as though our own Samuel Adams, Patrick Henry, and Thomas Jefferson were making the complaints....

The textbooks show the problems of the revolutionary period; particularly the geographical difficulties, the civil war aspects, and indifference on the part of large segments of the populations. For example:

> From Mexico to Argentina, revolutions shook the old Spanish colonies. For ten years the [wars] were fought on land and sea. The struggle was between those who wished to remain loyal to the king and those who believed that the king had no right to rule them. The fight was bitter.

> In Central and South America, the obstacles of geography were much the greater [as compared to the North American revolution]. The land was of tremendous size, and included different mountain ranges, treacherous jungles, and great deserts. It is a question whether the United States could have become independent without the aid of France, and our neighbors in Latin America had no allies upon whom they could depend. Their revolution lasted from 1810 to 1825, more than twice as long as our own, and resulted in much greater expense and loss of life. It is only after making

> these comparisons that we can really appreciate what was accomplished in the name of freedom in Latin America.
>
> Only about one-third of the population had taken an active part in the struggle. The rest were too poor and ignorant or too isolated from the rest of the world to care about the wars.
>
> The wars of independence were not mass uprisings. Probably about one-third of the population remained loyal to Spain.

The role of the United States in the revolutions was minimal but even this is recognized in the textbooks in the following ways:

> Many American citizens sympathized with the struggles for independence going on in these areas.
>
> The United States sympathized with the struggle for liberty in South America. It lent its support by recognizing the Latin American republics as independent nations.

Many of the subsequent difficulties of modern Latin America stem from the problems of the Wars of Independence. Efforts at outlining these would be helpful to a clearer understanding of the political and social problems of the nineteenth and twentieth centuries in these areas.

Political Development

The revolutions of the early nineteenth century brought political independence to the nations of Latin America but they gave no assurance of stable government or democracy in North American terms. For a century and a half, these nations have suffered through the trials of "caudillismo," military dominance, and what has appeared true for many, constant revolution. But progress has been made and stability is becoming more common; democracy, long an ideal, is becoming practice.

It is apparent now that the Latin American nations started their independent years under grave handicaps. The problems that developed are at least understandable and could be related in secondary textbooks.

The textbooks devote very little space to the political development of the Latin American nations. North American students reading the textbooks acquire only a shadow that bears on governmental forms, political party organization, or the political problems facing Latin American nations. On the other hand, they are given a good dose of "instability, revolution, dishonesty, and venality."

Governmentally, Mexico is discussed more thoroughly than any other Latin American nation. Unfortunately, the stress is on nineteenth century and early twentieth century Mexico. The progress of the past forty-five years, representing the proudest, most productive stage in the history of post-independence Mexico, suffers in comparison.

In some textbooks there is a tendency to "support" dictatorships, through rationalizations, if there is an accompanying outward stability. Latin American liberals have long contended that the United States government was far more interested in stability than reform and democracy, and as a result has supported dictatorship. While there is some justification for this claim, it represents an oversimplification. Textbooks that imply support for "iron-hand" government also help to engender this oversimplistic thinking on the part of students. An example is:

> For almost a century the government [of Venezuela] was very unstable but in 1908 a strong military leader, Juan Vicente Gomez, seized power. In 1910 he became a constitutional president holding office until 1929. He ruled with an iron hand, but he paid off the national debt, put down uprisings, and favored investment of foreign capital to develop the countries resources.

The question -- what were the problems of organizing democratic governments in the Latin American countries? -- is raised. The following are some of the explanations.

> The fragmentation [after the Wars of Independence] had a profound effect on their development. Throughout the nineteenth century the history of most Latin American republics was marred by frequent wars and revolutions. The need to maintain armies for defense against their neighbors made it easier for popular generals to set up dictatorships. In most states the large numbers of illiterate Indians, negroes, and mestizos made it difficult to organize a genuine democracy.

> After the revolutions democratic governments failed because there were no foundations for them....[reasons]
>
> 1. Accustomed to a strong ruler.
> 2. Difficulties in travel and communication.
> 3. Little education.

> Latin America was poorly prepared for self-rule. Its people had had no training in democratic government. Therefore, its republican governments failed to prove stable or beneficial to all the people.

The point is made that constitutions have been written in the Latin American republics with the United States document as a model but "there was no real republican government" or "most of the time government by the people existed only on paper."

The picture of instability is well drawn in the textbooks. For example:

> Political instability was common. Many Latin American nations continued to be disrupted by political upheavals, and rival groups often used violence to seize power.

> The growth of democracy in Argentina, like the development of industry, has been slow and disappointing. Argentina has had brief periods of democratic rule, but they usually have not lasted long enough for democracy to acquire a strong following among the various factions in Argentine politics.

> Between 1911 and 1915, the distraught country of Haiti had six different presidents.

> While the United States was growing stronger and expanding westward, Mexico floundered in debt and disorder. [period before the Mexican War]

While the references to instability are prominent, and United States interventions in the Caribbean are explained by this instability, one also finds statements which indicate some sympathy for the Latin Americans, which the following suggest:

> The Latin American nations have tried and have made progress. If some of their leaders had been as unselfish as San Martín and if other nations had been more helpful, Latin America might have avoided the wars and dictatorships that plagued her until recent years.

> In spite of their difficulties, however, the majority of people in Latin America admire the democratic way of life. Even Latin American dictators have found it expedient to speak of the 'will of the people' or 'liberty' or 'democracy.' The people think of democracy as a goal toward which to strive. In Latin America the democratic tradition has not been cast aside as outdated, as it has in many parts of the world. Latin Americans still cherish the ideal of free government, even if they find it difficult to achieve.

Not only is there sympathy, some textbooks point out that progress is being made in some countries. For example:

> Uruguayans boast that their government conducts orderly elections and practices free education even on the college level and pensions for people over 50.

> In 1935, a new and better government came into power [in Venezuela]. The poor and ignorant people saw schools and hospitals built for them. They found to their surprise that they could express their thoughts and begin to take part in governing themselves without being arrested and thrown into damp stone dungeons. It was a new day for the people.

> In the twentieth century the middle and lower classes have had an increasing influence on politics. As a result,

> Chile has developed one of the most advanced social security systems in the world.

> In 1911 a series of revolutions shook the country [Mexico] ...Bandit leaders controlled small armies. One army general even invaded a town in the United States. But in time wiser men assumed leadership. A Mexican constitution was drawn up in 1917....It defined the rights of the workers. It stated that education is a responsibility of the government. Mexico now has freedom of the press and free elections. Today Mexico is a peaceful nation.

> Costa Rica has one of the most stable and most democratic governments in all of Latin America but it also has one of the highest literacy rates.

In the ACE study, the threat of communism was not an issue. Textbooks today discuss the problem of communism and of course Fidel Castro. In this area there is a good deal of overgeneralization. For example:

> In Latin America it is estimated that there are 250,000 card carrying communists. Although it is sometimes said that this is a small portion of the population, we must bear in mind that this represents at least twenty times as many communists as there are in the United States which has a population approximately similar to that of Latin America.

> We may conclude that the communist threat to Latin America is serious, and that it is likely to become worse before it gets better.

> There is a danger that the impoverished millions of Latin America may think they can get what they want more rapidly by adopting communism than by strengthening democracy. If they set up communist governments, they will have merely replaced one privileged minority group with another.

> In 1959 a bearded soldier named Fidel Castro became a dictator - a communist one.

> The Cubans who watched the construction of their new police state were confident of their ultimate ability to beat off a new totalitarianism. Thousands of them are now in jail. As for the many non-Cubans who misjudged the

> strength of Fidel Castro's totalitarian structure, they are learning about the fearful power of communism.

And along with the threat of communism, as illogically as it is developed, the textbooks also give the military its credit by noting that "the single most important political force in most Latin American countries is the military."

Economic Development

Economic development in Latin America, like political development, has been uneven and fraught with problems, but progress has been made and continues. Latin America is generally termed "underdeveloped" economically, but there are nations such as Argentina, Brazil, Chile, Mexico, Uruguay, and Venezuela that do not fit the pattern of the generalized "Latin America." Long plagued by the problems of a colonial economy, Latin America is slowly diversifying and the political instability that has been a debilitating factor in terms of economic growth is declining.

The textbooks describe the difficulties, and detail the shortcomings of the economies of the Latin American nations, but they also fall into the easy "trap" of simplification that inevitably leads to incomprehensibility. Explanations for existing problems are sometimes attempted but in general they are overshadowed by the descriptions of the lack of progress. In this respect, economic development is seen in the same light as political development. The following are representative samples of economic development.

> Most Latin Americans are farmers, using backward methods....Except for coal, Latin America is rich in minerals. Yet only Brazil, Argentina, Chile, and Mexico have made any progress to speak of.

> Like the growth of democracy, the development of industry in Latin America has been slow. For years the Latin American countries seemed content to produce raw materials for other more densely populated and prosperous parts of the world. As industrialization progressed in Europe and North America, Latin America found an expanding market for its meats, sugar, coffee, and assorted minerals.

> An important reason why industrialization has lagged in Latin America is the emphasis which many of these republics have placed on specializing in one or two crops.

> Many countries lacked diversity in their economies.... A need [has] existed for the development of industrialization. With the principal exception of coal, there are many natural resources in Latin America.

> These countries need desperately to diversify their economic activities.

In the area of economic development, it is very easy to make comparisons between the United States and Latin America. The contrasts are certainly present and are obviously striking but few of the textbooks exploited this. When comparisons were made, they were generally handled more meaningfully than in the time of the ACE study which reported that the contrasts that were drawn tended to be somewhat unfair. This would hardly be the conclusion of this study; a few insensitive statements continue, but these are uncommon. For example:

> Almost as soon as you cross the border into Mexico you begin to feel that here is a land of poverty.

> Why should California have nearly ten times as many people and a much higher standard of living than Paraguay? Probably the Paraguayans themselves are mostly to blame for the poor showing their country has made....

> In ten years, the energetic pioneers [North Americans] who came with Austin did more to improve this land than the Spanish had done in more than 200 years.

In a limited way, the shortages of capital investment which have affected economic growth are mentioned. The following are representative:

> All too often the well to do people of the Caribbean prefer to invest their money outside their own countries.

> In Latin America...although capitalism is a growing system in some countries, you would also find many areas where you would be reminded in many ways of the feudal system of medieval Europe.

> Present day South America, Mexico, and...although rich in resources, have been slow to develop because of a lack of investment money....

> Although Brazil has great natural resources, it lacks the capital and the inhabitants to develop them.

> In Latin American countries the wealthy have gained their wealth for the most part on their land holdings. They are naturally reluctant to invest their money in industries that may well turn out to be unprofitable.

There has been a considerable amount of foreign investment into each of the countries of Latin America and this has been a point of controversy, but it is not outlined very thoroughly in the textbooks. They do not make a very systematic analysis of the problems of foreign capital investment, and they are hardly expected to do so in the light of the nature and purposes of the textbooks with Latin American material. Due to the limitations, what appears is somewhat shallow. This is especially true with regards to the possible negative aspects of foreign investment. For example:

> They [Latin American nations] complained that our cooperation with existing Latin American governments often resulted in our supporting dictators or other undemocratic regimes that favored the rich.

> ...foreign investors had trouble with some of the Latin American governments. It was easy enough to lend money at high interest rates, it was quite different when the time came for repayment. When new regimes took over, they often refused to recognize their obligations.

> One of the chief problems of the Caribbean countries, and in fact of all Latin America, is not dependence upon the Yankee dollar but the failure to spend money wisely.

The problem of land reform is sometimes alluded to but never really discussed. The Alliance for Progress program calls for reform in this area but it is given only limited treatment. The problem of inflation which has been and remains a very serious issue in the majority of the Latin American countries likewise receives almost no coverage.

Tourism is noted as being of increasing importance, though textbooks are slow in removing references to the "tourist activity in Cuba." In this respect, the Panama Canal is shown to be an important boon to tourism.

It is interesting that in spite of the economic difficulties that are discussed, virtually all of the textbooks comment on the "great wealth" in these countries. For example:

> Brazil has been called the richest country in the world.

> Hispanic America has sufficient resources for a bright future.

> Latin America is doing an increasing amount of the world's business. At present it carries on about one-tenth of the trade of the world. This is not as much as might be expected, when one considers the numbers of nations which make up Latin America, but it is a good start. As lands are developed more fully, and as people have more opportunities, the business of Latin America will continue to grow.

> Latin America's future as a world supplier of raw materials is assured. Its economy will continue to be based primarily on agriculture.

Venezuela is fortunate, for its Maracaibo basin has one of the world's richest deposits of petroleum.

A future world resource in Latin America is iron ore.

Better economic conditions might lead to more settled political conditions, more widespread education, a general raising of the standard of living, and the replacing of military dictatorships by some truly democratic form of government.

United States - Latin American Relations

United States - Latin American relations, as was true in the ACE report, occupies the majority of all the space on Latin America. The United States has gone through several stages with regard to Latin America, moving from indifference, to overactive and aggressive interest, to a desire for good neighborliness and more positive interaction. The Latin Americans still react cautiously to our overtures and are quite unwilling to place too much stock in our mid-twentieth century face, which is very understandable. Our students should, through their social studies study, understand this reaction. They should also understand the nature and motivations of our [U.S.] past actions regarding the Latin American world so that they can, to the greatest degree possible, be seen in the context of the period past and not in the context of the present.

The textbook presentations, while obviously better than they were [ACE] are still not free of contradictions, unexplained chauvinism and humanitarianism, and occasionally an overplayed reverse reaction - condemnation of the United States for its actions. The material in the textbooks falls into four major areas regarding United States - Latin American relations; the Monroe Doctrine, the Mexican War, the Spanish-American War and intervention in the Caribbean, and the Good Neighbor Policy and strengthened Pan Americanism.

The Monroe Doctrine is shown in the textbooks to be an outgrowth of the Latin American independence movements, the formation of the Holy Alliance in Europe, and the Russian encroachments on the North American Pacific coast. The British offer of a joint statement is described along with John Quincy Adams' nationalistic response. And every American history textbook dealing with the Monroe Doctrine carefully outlines the major statements of Monroe's address to Congress, the policy which still bears his name. The following portray the general tenor:

> More alarming than the Russian advance was the danger that European nations might interfere in Latin America. Between 1810 and 1823 nearly all the Spanish colonies in America had declared their independence and set up republics ...[discussion of the Holy Alliance]...Then in 1823 they [the Holy Alliance] talked of a plan to help Spain to reconquer its American colonies. The four rulers reckoned without public opinion in the United States. Our people had rejoiced at each victory won by Latin American patriots... our government had recognized most of them in 1822. It felt bound to help them keep their hard won independence. [British offer and Monroe Doctrine]

> It [United States] had sympathetically watched Latin America win freedom. Great Britain, too, had watched, but not so much with sympathy as with the desire to seize American trade. [Of course the United States had no interest in this trade!]

> There comes a period in the growing up process when one is big enough and important enough to speak out at the table. Our little country had reached that period. With the Monroe Doctrine we had spoken out at the conference tables of the world's nations. Our school days as a little country were over.

> The United States would [with the Monroe Doctrine] oppose attempts to establish new colonies, add territory to existing colonies, or interfere with any Latin American

> governments. The combination of both British and United States opposition discouraged any European power from meddling in Latin American affairs.

> The Monroe Doctrine is not a law; rather it is a self-defense policy that opposes any non-American encroachment on the independence of any country in the Western hemisphere. We had a sympathetic interest in the new Latin American republics, but especially we wanted to keep European powers away from our doorstep.

> The Monroe Doctrine was a statement about the relations of the old world nations with the new countries of the western hemisphere. During the period we have just studied, many countries south of us had been following our example and declaring their independence from European domination...[Problems of Independence and the Holy Alliance] ...It was at that time that John Q. Adams prepared the famous statement that Monroe made in his message to Congress in 1823. That statement simply said that no European nation was ever to make any further conquests of any territory in either South or North America.

The textbooks also point out some of the reactions to the Monroe Doctrine in Latin America. For example:

> At first, most Latin Americans paid little attention to the Doctrine. They knew that it was the British fleet and not Monroe's paper pronouncement that protected them. Later, as the United States became more powerful, they considered it a selfish doctrine; they felt that we were more concerned with our own protection than their independence.

> The Latin Americans were grateful and suspicious of our actions, even though they benefited greatly.

> While they were grateful for the protection which we provided under the Monroe Doctrine, the Latin American countries were becoming increasingly impatient with our big brother attitude. Some of the people there felt that we were using Latin America for our own economic advantage.

Some of the textbooks show that the Monroe Doctrine was a decisive force in preventing European intervention but most express the point that it was weak in the beginning, because the United States was in no position to enforce it, but that it grew stronger during the subsequent one hundred years as the United States became more powerful. For example:

> It is doubtful that the United States could have enforced this Monroe Doctrine if any large European power had seriously challenged it at the time.

> In time the Monroe Doctrine became respected as a foundation stone of United States foreign policy. It may even have been partly responsible for keeping European interference in New World affairs to a minimum.

The Doctrine is shown in use with Maximillian and the French interlude in Mexico as well as the issues in the Caribbean at the turn of the century that brought the "Roosevelt Corollary" and considerable United States intervention. It is even carried to the present by statements such as:

> A recent practical application of this doctrine was the Soviet threat to rain rockets upon any country which interfered with the dictatorship of Fidel Castro in Cuba....

It is unfortunate that the Monroe Doctrine is not brought up to date in most of the textbooks. It has become less a statement of unilateral policy and more a regionalized doctrine, but a reading of the majority of the textbooks would not reveal that there has been very much change.

The Texas Annexation and the Mexican War represent the most serious confrontation that the United States has had with a Latin American nation. It is without doubt one of the most significant, if not the most significant, events in the history of both Mexico, which lost one-half of its national territory, and the United States, which added territory as far as the Pacific Ocean. That it remains an unforgotten issue in Mexico and in Latin America is understandable; that it has provided mixed feelings in the United States is also understandable.

The textbooks do not give the Mexican War, as such, very extensive treatment. What appears is generally free from interpretation, with the greatest concentration on the various military campaigns as well as the preliminaries to the Texas Revolution. As background to the ultimate annexation and Mexican War, the following is representative:

> They [Texans] tried to be loyal to the government in distant Mexico City, but that government strained Texas loyalty to the breaking point in the early 1830's.

> The Mexican government was weak, inefficient, and constantly changing. Presidents, Congresses, and dictators appeared and disappeared. A policy adopted by one set of officials was ignored by the next....[then the Texas Revolution].

> One of the chief reasons that the Texans decided to become independent from Mexico was because of the new leader Santa Anna. Antonio Lopez de Santa Anna was a man whom even the Mexicans should have mistrusted.

The "Alamo" and the battle of "San Jacinto" are standard in the textbooks. While there is an occasional reference to the slavery issue and filibustering as elements of the Texas Revolution, these appear as more important between 1837-1845 when annexation was an issue and slavery the chief impasse.

The war that followed the annexation does not bring any patterned treatment. Most of the textbooks approach this issue a little differently though all start with the boundary issue. For example:

> Polk attempted to settle the boundary dispute. His methods, however, simply fanned the smoldering anger of the Mexicans into flaming hatred.

> Mexico had been angered by the annexation of Texas, which it still considered to be its possession. Texas made matters worse by insisting that the southern boundary line of Texas was not the Nueces River but the Rio Grande.

The Slidell mission and the refusal to sell territory is generally discussed. It is here that some interesting descriptions appear that are not really consistent with some of the later statements within the same textbooks. For example:

> Polk had tried to persuade Mexico to sell California and if possible the region called New Mexico....There were no signs that colonists from Mexico would people the region in the near future, if ever. Furthermore, Mexico had been unable to establish an effective government there and was too weak to defend it. California, in fact, might already have come under the control of a European power had the United States navy not been on guard. Why then, thought Polk, should Mexico not be willing to sell both California and New Mexico to the United States?

> But the Mexican government had refused even to see the American representatives. When Polk heard about this early in 1846, he decided to take action against Mexico.

> He [Polk] offered Mexico as much as thirty million dollars for western territory over which she [Mexico] had but feeble control.

The advance to the Rio Grande by General Taylor and the eventual declaration of war is generally discussed, which leads most of the textbooks into some kind of explanation of the events. The variety, exemplified below, is interesting.

> There was blame on both sides. Polk announced that Mexico 'shed American blood upon American soil' and that war now existed 'by the act of Mexico herself.' Mexico said that the United States had invaded Mexican soil. The Mexican War had begun.

> Perhaps nothing hurt the reputation of the United States more in the eyes of the peoples of Latin America than the war between the United States and Mexico in 1846.

> On January 13, 1846, Polk ordered General Zachary Taylor to move his army from the Nueces River to the Rio Grande - an act sure to arouse the Mexicans. On May 8, 1846, Polk told his cabinet that he was prepared to ask for war. Only

> the Secretary of the Navy, George Bancroft, held out, saying we should wait until Mexican troops attacked....Although Congress declared war quickly, the opposition of Whigs and anti-slavery men was considerable. Among the Whigs was Representative Abraham Lincoln of Illinois, who refused to believe that blood had been shed on American soil. Among Taylor's soldiers was a young second lieutenant, Ulysses S. Grant, who wrote in his Memoirs many years later that this was the most unjust war in American history. Representative Davis of Kentucky declared, 'It is our President who began this war.'

> The issues of the war with Mexico are confused. Even American historians do not agree whether or not we were in the right. Many of our statesmen of the time, and even Abraham Lincoln, claimed there was no justice in the war. Our country was divided in opinion. Unfortunately the Mexican army wanted the war as much as we did. Hostilities soon began....There may always be different ideas about the justice of the Mexican War....However, there can be no difference of opinion over its value to our country of the broad lands....

> There was not much reason for the Mexican War....However, we fought the war against a weak neighbor, and in the end we gained a vast tract of land which Mexico had been unwilling to sell us.

> Had Polk been more patient, the Texas boundary question could doubtless have been settled peaceably. On the other hand could bloodshed have been avoided in California and New Mexico, had they remained under Mexican control. More than 100,000 immigrants, mostly Americans, had settled there by 1850. Probably they would have gone there even if it were still part of Mexico and probably they would have insisted on joining the United States. Mexico would doubtless have tried to put down their rebellion by force, as it did in Texas, and would have failed. A more reasonable government in Mexico might have realized in 1845 that it could not hold its distant provinces and might have accepted Polk's offer to buy them.

The war itself is described in the textbooks primarily through the Battles of Buena Vista and Chapultepec. The following are characteristic.

> Though Taylor's strategy was far from brilliant, the Americans were able to beat off an attacking force that outnumbered them by about three to one.

> With an army four times as large as Taylor's, Santa Anna attacked the Americans at Buena Vista. Taylor won a brilliant and decisive victory ending the war in Northern Mexico.

> Buena Vista was a glorious victory against the largest army that American troops had ever met.

> Perhaps the fiercest engagement was fought on the sides of a steep hill called Chapultepec....Among the defenders were forty students of the military academy. These were boys in their teens. During the bitter conflict they fought with heroism. When the Mexican cause was clearly lost, thirteen of the boys retreated to a high tower. Rather than surrender, they jumped from the tower over the cliffs to death below. There was heroic bravery at Chapultepec as there had been at the Alamo.

> In February, 1848, Mexico gave up the unequal fight.... When the American troops marched out of Mexico, they left behind them a feeling of ill will toward the United States and even greater suspicion of the intentions of the powerful country of the north. This suspicion spread throughout all of the Latin American countries. Almost a hundred years were to pass before trust and mutual respect began to replace suspicion of the United States.

The descriptions of the peace treaty are generally short but detailed and without interpretation. The following, however, are exceptions:

> We had taken 'nearly a quarter of the continental area at a gulp.' For this huge territory, we paid only $18,000,000 including claims of our own citizens against Mexico. The wealth taken by Cortez was small by comparison.

> A large block of territory was taken from Mexico, but it should be remembered that the American victory was so decisive that the United States was in a position to take as much territory as she wished without paying anything for it.

> Much of the land ceded was desert and some Americans wondered whether it was worth the price paid for it.

> Although Mexico gave up nearly half of its territory, this did not satisfy the extreme expansionists...[who] wanted to take all of Mexico.

The Spanish-American War and the new imperialism that developed opened up a period of intense United States activity in the Caribbean that came to include interventions in Cuba, the Dominican Republic, Haiti, Nicaragua, Colombia, and Mexico, and touched off a wave of anti-Americanism in Latin America that has yet to be obliterated. As was the case with the Mexican War, it is unfortunate that so much space in the textbooks is involved with serious confrontations rather than peaceful efforts and periods of conciliation. But this is to be expected as this is the raison d'être for the topics relating to Latin America to be found in textbooks dealing principally with United States history.

With regard to the Spanish-American War, textbooks appear to have some of the same difficulties they displayed in the treatments of the Mexican War. The background for the war usually revolves around the mistreatment of the Cuban peoples, the "Maine" incident, in which the textbooks universally absolve Spain, and public opinion which is shown to have actively supported aggressive action. The following are examples of descriptions leading up to the war.

> Cuba and Puerto Rico were the last of Spain's possessions in the Caribbean. Spain's treatment of these possessions was not wise. She continued to take as much money from them as she could squeeze out of them and return as little as possible.

> Spanish rule on the island was challenged by Cuban insurgents, poorly organized, poorly disciplined, but operating on the classical principles of guerilla forces everywhere and enjoying all the advantages of guerillas operating on the home territory against an unpopular foreign enemy.

> [With regard to the Maine] Spanish ships came to the rescue. Those Americans still alive were picked up out of the water. The injured were given every care. The representative of the Spanish government called upon Captain

> Sigsbee and with tears in his eyes, expressed his regret. The city of Havana was draped in black and all flags flew at half mast....And the sincerity indicated that they were in no way to blame.

> There has never been evidence that the Spanish government had anything to do with the sinking of the vessel [Maine] or would have been anything but horrified at the suggestion that it should have had anything to do with it.

> [After the sinking of the Maine] From that time on no peaceful solution was really given serious consideration in the American government.

> Yet despite all that [concession offers on the part of Spain], one finds no evidence that the United States government was in any way influenced by these last minute concessions....This decision [war] seems rather attributable to the state of American public opinion, to the fact that this was a year of congressional elections, to the unabashed and really fantastic warmongering of a section of the American press, and to the political pressures which were freely and bluntly exerted on the president from political quarters....

The humanitarian aspect also shows itself, especially through the descriptions of General Weyler's "concentration" camps. For example:

> Weyler locked up hundreds of thousands of Cuban civilians in concentration camps to keep them from giving aid to the rebels. Most of the prisoners were women and children. The camps were horribly unclean and overcrowded, and the prisoners had little food. Within a few months half of them perished from disease and hunger.

The war itself is shown to be the "Splendid Little War" that brought unity to the nation and a "new feeling of nationalism and importance in the world." In addition, the new territory which brought the United States to the imperial debate is described. With regard to Cuba, the textbooks generally note that "Congress had promised that Cuba should be free and prepared to honor its word....Early in 1902 our military government withdrew, leaving the Cuban people in full charge of the island's affairs." They also note the Platt Amendment -- "The Cubans, of course, did not want to consent to this. They had to do so, however, or the American troops would never leave the islands" -- and its bad effects on our Latin American neighbors. For example:

> The Platt amendment was hated in Cuba. It gave impressions in Latin America that the United States was interfering with the government of an individual nation. The people in Latin American countries felt an even greater suspicion and distrust of the United States than they had felt after Mexican territory had been conquered. They thought that the United States was abusing its power and influence....

The period after the Spanish-American War, especially as it concerns the Caribbean, is discussed -- the Panama Canal receiving the most space -- with frequent attention given to the ill feeling conceived in Latin America. In the ACE study it was indicated that much of the intervention of the period was justified in the textbooks. This has obviously been changed as the treatments, while offering some justifications, tend to be negative. The following are representative of some of the negative evaluations:

> There followed [the Title of the section is 'Bossy Big Brother'] a period after the Spanish American War when the countries of Latin America disliked us more than ever. We were acting as though we were the big brother of the new world family....And people of the other Americas thought we were acting more like a big boss than a big brother....Today we realize that we could have accomplished just as much good without causing ill feeling if we had not acted alone but had asked other Latin American countries to join us in a conference.

> [Regarding negotiations for Canal rights] Roosevelt refused to pay nother additional dollar to the 'black mailers of Bogota' as he called the Colombian leaders....Roosevelt's critics have accused him of fomenting the revolution in Panama. They have called it 'an ineffaceable blot of dishonor' on his administration.

> Americans are proud of the canal [but] we are not so proud...of the way we acquired it.

> American intervention to suppress President Castro of Venezuela, Roosevelt wrote to Hay in September, 1904, 'will show those Dagos that they will have to behave decently.' That was the typical attitude of official Washington toward the Latin Americans when Roosevelt became Secretary of State ....It was small wonder that Latin Americans distrusted and hated the 'Colossus of the North,' a land of materialism, dollar grabbing yankees, boorish, overbearing wielders of the big stick.

> Roosevelt defended his Big Stick diplomacy in Panama on the ground that he advanced 'the needs of collective civilization' by hastening the building of an inter ocean canal....His actions have, however, been widely condemned.

> We attempted to obtain permission to dig the canal, but Colombia refused us the right. Most people realized that a canal had to be built, and President Theodore Roosevelt said that no country on earth could do it but the United States. At that time, the province of Panama was dissatisfied with the rule of Colombia. The United States took advantage of this situation and encouraged Panama to revolt. As soon as Panama was independent, we paid Panama for canal rights. Colombia was very bitter over the affair. We recognized, in later years, that our country had done wrong, so we paid Colombia twenty-five million dollars.

> [With regard to Colombia's demands] This demand [a share of the $40,000,000 payment to the French Panama Canal Co.] as we look back now, was not unreasonable. The French rights in the Panama area were to expire in September 1904. The French properties would go to Colombia which could, if it wished, then claim the entire $40,000,000 from the United States.... But Roosevelt was beside himself with rage: 'Those contemptible little creatures in Bogotá....'

While negative sentiments are displayed, there are also strong statements of justification. For example:

> There is little doubt that American intervention and control often brought material benefit to the Caribbean republics.

> Whatever we may think of the tactics that preceded it, the actual building of the canal was something of which every American can be proud.

> The people of Panama wanted the canal too. If the canal was built, the people of Panama would be helped by the trade that followed....The whole affair caused some distrust of the United States in Latin America. But the canal has helped all American nations defend themselves.

> But irrespective of how the revolution [in Panama] was started, one fact is certain: it was a stroke of good fortune for the United States, and President Theodore Roosevelt did not lose a minute in making the most of the situation to advance American interests in Central America and the Caribbean.

> The influence of the United States was used to discourage the violent overthrow of governments and to keep the peace. As a result, the Caribbean countries at no previous time in their history had enjoyed greater freedom from wars, revolutions, and financial chaos.

> On the whole, Cuba enjoyed relative peace and prosperity under American protection, and frequently showed that it was grateful to the United States for helping win Cuban independence.

> In spite of Latin American reaction...our interventions generally brought benefits to these weak nations. They had less war, revolution, and financial chaos than they would have had if left to themselves.

> There have been times when our own policies in regard to the rest of the new world have been misunderstood by some of the people of these countries. When our government noticed that some of these new world republics were trying to avoid paying their debts, and thus provided an excuse for other governments to interfere with them, we tried to correct their mistakes by taking control of their government as in the case of Haiti and Nicaragua.

The latter part of the 1920's saw a growing interest in understanding of our Latin American neighbors and the beginnings of the "good neighbor policy." and strengthened Pan Americanism. This is the spirit that dominates United States relations with reference to Latin America and is outlined in the American history textbooks used in the secondary schools. Much of the material, as also reported in the ACE report, is a discussion of the numerous inter-American conferences but there is an obvious attempt also to point out our new responsibilities and the need for maintaining friendly relations. What follows are representative.

> Mexico and the United States are reaching a better understanding.
> The fact that our closest southern neighbor does most of its business with us is a good basis for present and future friendship. The Mexican government is similar in form to ours, and so we think of Mexico as a sister republic. New roads, railroads, and airlines are bringing us still closer together.

> Latin America is more important than most of us have appreciated....We should be seriously concerned that so many of these peoples clearly are ready to assign to the United States so much of the blame for their dissatisfaction. And surely we cannot help fearing that other Latin American nations may follow Cuba's lead and turn to the communist bloc for presumed economic and social advantage....There is a real need for a generally more enlightened attitude on the part of our own electorate. The politics and governments of Latin America are misunderstood in this country and are often unfairly sneered at....Finally we sometimes blindly expect our sort of democracy to prevail in an area where aristocracy, though crumbling under attack, remains immensely stronger than it ever was in the United States and where large numbers of the poor and unschooled reamin apathetic and largely outside politics. Lastly and perhaps more importantly we fail to understand the impressive achievements of Latin America....in the face of great difficulties.

> It is encouraging to realize that the two nations [Mexico and the United States] now seem to have reached a friendly understanding and to have found satisfactory ways of doing business.

> By the time Coolidge's term of office had come to an end, some of the people and leaders of the United States began to realize that...[it did not have] the right to send troops into the countries of the western hemisphere. The next two presidents, Herbert Hoover and Franklin D. Roosevelt, were able to prove to the peoples of Latin America that the United States was truly their good neighbor.

The stress on understanding and the space given to the meaning of Pan Americanism is encouraging and remarkably sensitive in tone. While there are still statements that more resemble fiction than fact, they are negligible.

Social Problems and Social Change

As textbooks describe social problems, it is sometimes difficult to separate them from the political or the economic. This is to be expected for in reality all are intertwined. Although the school textbooks give relatively little space to this area, they make their points very clear and the descriptions are very understandable.

Richard Morse has indicated that "understanding within the Americas is difficult, possibly impossible," because of the cultural impasse.[9] This might be true in some areas, for example in the arts and philosophy, but North Americans can understand and sympathize with social problems, regardless of the cultural differences. And these are quite vividly presented in the textbooks.

While solutions are not offered and some of the generalizations are open to pedantic criticism, the picture is clear. Latin America as a whole has faced illiteracy, poverty, class antagonism, unequal distribution of land, and poor health conditions. The Alliance for Progress makes sense within the limited background presented by the textbooks. However, the textbooks as a whole do not discuss the Alliance for Progress very fully.[10] When it is discussed, it is not portrayed as an inter-American enterprise but as "another" example of the United States helping poor underdeveloped peoples.

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[9] Richard Morse, "The Strange Career of Latin American Studies," Annals of the American Academy of Political and Social Science (November 1964), pp. 106-112.

[10] Most of the textbooks studied were copyrighted after the Alliance for Progress was announced.

The textbook picture is also one of showing social reform in some countries, and improving conditions in most. The following should be helpful in gathering the flavor of the textbook treatments of the problems.

> Because of dense population and low income, many people are poorly housed, poorly fed, and poorly educated. Jobs and better living conditions need to be provided for these people.

> In certain Latin American countries nearly eighty per cent of the people can neither read nor write.

> In 1957 the Archbishop of Caracas declared: 'nobody will dare affirm that wealth is distributed in a manner that reaches all the Venezuelans, since the immense mass of our people are living in conditions that cannot be qualified as human.'

> Poverty, illiteracy, ownership of land by a few, dependence upon one major crop or mineral...still plague many Latin American republics.

> There the upper class is made up of a few persons in whose hands wealth and power are concentrated. The masses are in the poverty ridden class. There is practically no middle class.

> ...health and medical facilities were inadequate. In 1961, the average life expectancy in Latin America was only 46 years.

> There was an uneven land distribution. President Kennedy of the United States called this 'one of the gravest social problems in many Latin American countries.'

> The land problem has remained one of the greatest obstacles to progress.

> Today more than two-thirds of the farmers of Mexico are working their own land. But very few own more than twenty-five acres each. An untrained farmer can not be changed suddenly by giving him land. These new farmers need much help in the way of agricultural education and loans of money. Ownership of the land is only one step; and unless it is accompanied by many other steps, it will not solve the Mexican farmer's problems.

While problems exist, efforts are being made to overcome them; and the textbooks do take account of some of these.

> The Mexican government of recent years has done much to help Mexico and its people. Many of the large estates have been broken up so that the poor people may have land. The government still owns such lands, but poor families can live on them and use them as their own. Education has made great progress at the same time; it is free and compulsory up to the age of fifteen years. Many agricultural and technical schools have been established.

> The expansion of educational facilities is another social development that has affected politics profoundly in Latin America....Even a modest amount of formal education tends to increase the individual's awareness of politics and expose him to a wider variety of appeals, in the revolution of rising expectations.

> In many Latin American countries some progress has been made in breaking up the large land holdings and distributing the land more equally.

> The government of Uruguay pursued a policy of providing in many ways for the security and welfare of its citizens. An eight hour working day and programs of medical care and health and liability insurance were instituted. Pensions were begun at the comparatively early age of fifty. In all these things, Uruguay perhaps proceeded too fast for a country that depends so largely upon agricultural exports. Today taxes are high and so are prices.

> But after World War I certain trends developed which seem to be slowly changing the picture for the better. These include gradual extension of elementary education, introduction of the secret ballot and women suffrage, formulation of labor unions, social legislation, curbs on peonage....

> Early in the century the government of Chile, the South American pioneer in social reform, introduced its first program which covered low cost housing and accident insurance. In the meantime workers organized trade unions in order to protect their interests. After World War I, when the nation's industrial expansion began, the congress passed laws recognizing the rights of the workers. These have been amended from time to time, and today the worker and his family enjoy the fruits of such laws which include medical aid, disability benefits, and old age insurance.

The Alliance for Progress is seen as a possible help; for example:

> In 1961, the United States established a plan called the Alliance for Progress. Under the plan our government promised money to the Latin American nations which would first take steps to help themselves. The Alliance for Progress has brought hope for a brighter future to our southern neighbors.

But the Alliance for Progress is shown in a more negative sense also; for example:

> The Alliance for Progress was bold. It was intended to deal with immense problems. But the reforms it required meant changes in long accepted social patterns, changes that were very difficult for most Latin American governments to undertake.

In the realm of possible obstacles, the rapid rise of population (the most rapid in the world) is hardly discussed. It would seem that this issue needs discussion for the sake of not only understanding the problems of Latin American development but also in recognizing its importance from the standpoint of sheer numbers of people. For example, Mexico has an estimated population of 41,000,000 today and based on its population growth rate it will have some 100,000,000 by the year 2000.

While there is not very much discussion about racial issues, as we understand them in our country, a few of the textbooks do note the lack of racial discrimination that exists in Latin America. For example:

> Perhaps of great significance to the future are the principles of racial tolerance which are being worked out on a large scale. The merging of a large negro minority

> with a white majority is making great strides in Brazil and Mexico's progress aimed at social justice pays much attention to the welfare of the Indian.
>
> Hispanic-America may be pointing the way for other nations to achieve better relations between races.

As interesting as these references to racial tolerance might be, they might also be of little consequence as the problems of racial inequality that have been a part of North American society for so long do not receive a place of prominence in textbooks.

CHAPTER V

TEST OF UNDERSTANDING OF LATIN AMERICA

The Test of Understanding,[1] as was noted earlier in Chapter II, was structured after the textbook analysis was completed and an open-ended survey given to fifty high school juniors and seniors attending summer programs at Northern Michigan University. These students came from thirty-six schools representing four states.[2]

There is little purpose in reporting the responses to each of these survey questions but some deserve mention. Questions 5 and 6 (Respectively - In your opinion, how do most Latin American people feel toward the government and people of the United States? and In your opinion, how do most people in the U. S. feel toward the governments and people of Latin America? [See Appendix C for the available response options.]) if answered, generally brought responses of "I don't know enough about Latin America." The Monroe Doctrine, Question 7, was seen by 87% as "beneficial" because "it safeguarded the independence of Latin America" or "it is helping to stop communism." In Question 8, 53.3% indicated there was "more racial equality in Latin America" (20% did not respond) but in Question 9, 86.6% either did not respond or produced answers that would indicate little or no knowledge of the geographic regions where racial variations existed. Question 10 brought 73.3% identifying the Alliance for Progress, but of these only 27.2% answered the additional question relating to "aims" satisfactorily. The United States is seen as having a "stronger economy" by 100% of the sample but the explanations are weak in comparison; for example: "The United States economy benefits all Americans while in Latin America wealth is focused in a few" -- "We do not have as great a poverty problem" -- "No one-crop economy in the United States" -- "In Latin America there are heavy taxes and dictatorships" -- "White race, less religious restrictions, skilled workers" -- "Better planning" -- "large middle-class in the United States" -- "greater intellect in America" -- "We are an industrial nation." Question 17 found Latin America's importance to fall in the middle of most responses. It was of "first importance" to 13.3% of the respondents and never of "least importance." Questions 18 and 19 (Respectively - Which of the following best depict the Spanish colonies? and Which of the following best depict the English colonies?), Table I below, show the differences between the Spanish and

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[1] The Test of Understanding was not given below grade seven. Since textbook material on Latin America does not appear before grade four and is concentrated at grades 5, 6, and 7, grade seven was a reasonable level to begin the testing. Informal, oral testing of second and third graders indicated a general lack of understanding of the symbols; only a recognition of the words. More time might have produced interesting results about how and when symbols become understandable. Efforts of this kind have been made; however, the conclusions tend to be very diverse. Jean Piaget's (previously cited) research indicating the critical thinking capability of children to fall after 8 years of age, the ability to understand the concept of "nation" and the ability to synthesize the allied symbols at age 10-11, has come under attack by Kenneth Wann, Miriam Sechen Dorn, and Elizabeth Ann Liddle, Fostering Intellectual Development in Children (Teachers College, Columbia University, New York, 1962). The latter question the limitation of children to understand symbols relating to the outside world but a careful reading of their research brings many questions about their conclusions.

In the informal testing conducted as a part of this study on Latin America, responses similar to Wann, et al., were evoked from children. The conclusions as to understanding of Latin America, however, would fall more in line with the work of Piaget. Far more extensive work might alter this tentative conclusion. Obviously, much more work is necessary. It is time consuming and difficult to assess but likewise might suggest alternatives to the present social studies offerings in grades K-3.

[2] The Survey appears in Appendix C.

English colonies and a persistence of "la leyenda negra."

TABLE I

Per Cent Responding to Each Item in Questions 18 and 19 -- Survey of Latin American Understanding

Items	Question 18 (Spanish)	Question 19 (English)
Cruel to Indians	81.8	39.4
Culture	39.4	39.4
Great Cities	21.2	21.2
Tolerant	6.1	54.5
Greedy	90.3	-0-
Inept Administration	75.6	24.2
Exploitation	93.3	39.4
Feudal	45.5	3.0
Backward	42.4	6.1
Education	21.2	84.8
Settlers	15.2	99.9
Religious	78.8	87.3
Hard working	27.3	84.8
Progressive	3.0	66.7
Local Government	24.2	93.3
Conquerors	93.3	9.1

Question 20 produced few (26.6%) listings of more than ten countries and even fewer (6.6%) associations of more than ten.

The responses to the survey proved very helpful in the writing of the final "Test of Understanding" which was made up of sixty-eight objective type questions. An attempt was made to include items which related closely to the kinds of information heavily stressed in the textbooks as well as items which appeared infrequently in the textbooks or not at all. There were 42 questions of the former and 23 of the latter.

In each of these 65 questions, one option was considered the best response and is denoted by an asterisk in Appendix B. In a few of the questions, a case could be made by sophisticated individuals for an alternative response, but this is true in most objective type questions where an individual is asked to select "the best answer."

Three questions, 25, 67, and 68, do not have "correct" responses. These were used to bring out attitudes as well as to test the persistence of the black legend. The responses to Question 25, though they varied slightly within the various groups, were generally similar in pattern. The largest percentage of students indicated "insufficient knowledge to make a choice" about the view of "educated Latin Americans toward the government and people of the United States." The textbooks generally avoid this kind of question on the basis of its controversial nature. But it is a significant issue and understanding demands a realistic view of how we as a people are regarded elsewhere and some of the background for these reactions.

Questions 67 and 68 are multiple option items which respectively ask: "Which of the following would you expect to find in areas colonized by or influenced by Spain?" and "Which of the following would you expect to find in areas colonized by or influenced by the English?" The purpose of these two questions was to determine the different attitudes of the students towards the peoples in question. "La leyenda negra" and the legacy of corresponding attitudes have been transferred to Latin America in general. Its persistence can hardly be an influence for better understanding.[3]

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[3] Salvador de Madariaga, a noted Spanish apologist, has long pressed the point that "little progress can be made in the field of inter-American relations unless the people of the United States endeavor to get rid of their anti-Spanish prejudices [which are not] sound materials for a solid bridge between the two Americas." Latin America Between the Eagle and the Bear (Praeger Inc.: New York, 1962), p. 42.

The responses to Questions 67 and 68[4] appear in Appendix B in a different form than the remainder of the item analysis. They are broken down into the three groups only -- Metropolitan Schools, Isolated Schools, and the Mexican Border School. The responses, much like those in the "Survey," connote generally negative attitudes toward Spain and generally positive attitudes toward England. Of the three groups, the students from the isolated schools tended to be the most moderate.

The complete item analysis can be followed in Appendix B which is a duplication of the actual test except for the instructions which preceded each question and the format of the questions. The following were the directions and the samples which appeared before the various items.

A. **Directions:** Questions 1 through 25 are multiple-choice items. Select the best answer from among the four choices and place the answer in the place provided. Study the sample below. The right answer has been marked.

Sample: The capital city of Argentina is:
a. *Buenos Aires* c. *Recife*
b. Lima d. Santiago
a b c d
☒ ☐ ☐ ☐

B. **Directions:** In items 26 through 36, by reference to the map, locate:

C. **Directions:** Match the principal export products listed below with the appropriate country listed in items 37 through 44.

a. Cotton
b. Wool
c. Sugar
d. Bananas
e. Petroleum
f. Coffee
g. Tin
h. Meat

Sample: Dominican Republic
a b c d e f g h
☐ ☐ ☒ ☐ ☐ ☐ ☐ ☐

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[4] Questions 67 and 68 were not given to 7th and 8th grade students.

D. **Directions:** Match the nations listed below with the people and places listed in items 45 through 66:

a. Mexico	e. Cuba
b. Peru	f. Argentina
c. Chile	g. Venezuela
d. Brazil	h. Costa Rica

Sample:	a	b	c	d	e	f	g	h
Pancho Villa	☒	☐	☐	☐	☐	☐	☐	☐

E. **Directions:** In questions 67 and 68, mark (☒) all of the responses you consider to be correct.

The coefficient of reliability for the Test of Understanding at the various grade levels appears below in Table II.

TABLE II

Coefficient of Reliability
(Based on Kuder-Richardson Formula #20)

Grade	Number	Coefficient
7	79	.8404
8	177	.7932
9	209	.8114
10	197	.6888
11	280	.7324
12	180	.7972

The Test of Understanding was administered in social studies classes during the second semester of the school year (February-April 1965). Social studies classes were selected in order to maintain a similar cultural setting.

Test scores indicate that students at all levels know something about Latin America. Actually, they score quite well when compared with the achievement of high school seniors on a "Test of Understanding of United

States History" prepared and administered by a committee of the American Historical Association/Mississippi Valley Historical Association in 1944.[5] The students especially know place location. On the other hand, they know less about social conditions, institutional history, and personalities.

Table III indicates the performance of the various groups by grade level on the Test of Understanding. Comparisons can be made in Figure 1.

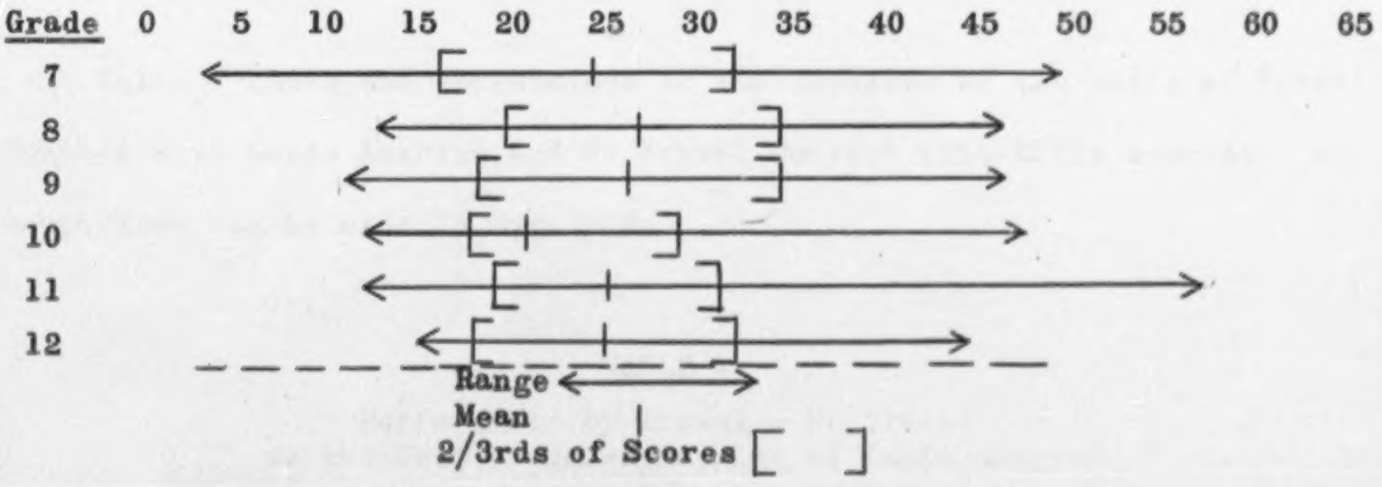
TABLE III

Performance by Grade Levels
on the Test of Understanding of Latin America

Grade	Number	Mean (Raw Score)[6]	Range
7	79	24.10	3-49
8	177	26.98	13-46
9	209	26.70	11-46
10	197	22.66	12-47
11	280	25.23	12-56
12	180	25.04	15-44

FIGURE 1

Performance by Grade Levels
on the Test of Understanding of Latin America



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[5] See American History in Schools and Colleges (Macmillan Co., New York, 1944), where H.S. seniors had a median score of 22 on a test of 65 items.

[6] Based on the 65 questions for which there were correct and incorrect answers. This will be true for mean scores in all the tables.

Table IV displays the performance by the three groups -- Metropolitan schools, Isolated schools, and the Mexican Border school. Figure 2 offers the comparison.

TABLE IV

Geographic Performance by Area
on the Test of Understanding of Latin America

Area	Number	Mean (Raw Score)	Range
Metropolitan	572	24.92	11-56
Isolated	440	25.83	3-49
Mexican Border	86	24.95	12-47

FIGURE 2

Geographic Performance by Area
on the Test of Understanding of Latin America

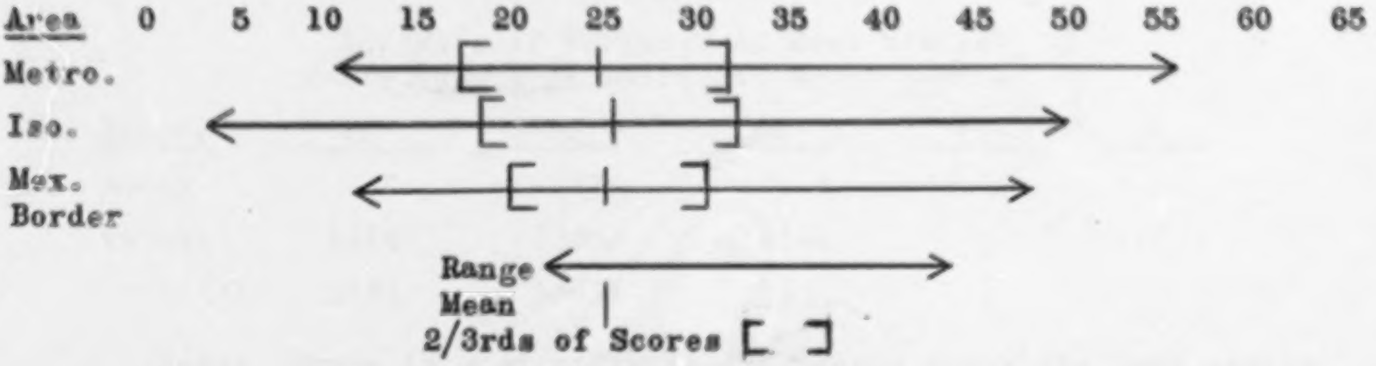


Table V shows the performance of the students on the basis of Travel/ Contact with Latin America and No Travel/Contact with Latin America. A comparison can be made in Figure 3.

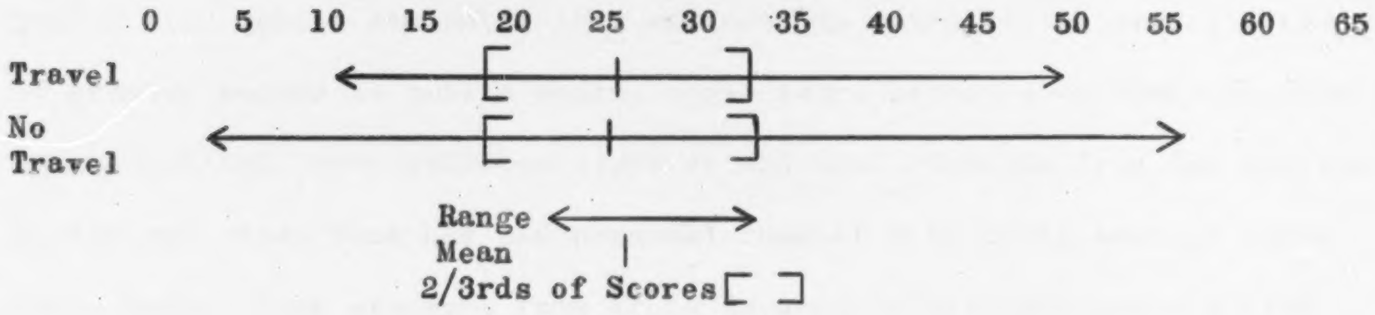
TABLE V

Performance by Travel - No Travel
on the Test of Understanding of Latin America

	Number	Mean (Raw Score)	Range
Travel	149	25.76	11-49
No Travel	1008	25.25	3-56

FIGURE 3

Performance by Travel - No Travel
on the Test of Understanding of Latin America



Analysis of variance was used as a test of difference between the mean scores shown in Tables III and IV. These appear respectively as Tables VI and VII. A t test of difference was used for the data in Table V.[7]

TABLE VI

Analysis of Variance of Test Scores
for Students at Different Grade Levels

Source	df	SS	MS	F	P
Among	5	2376	475.2	10.07	<.001
Within	1116	52655	47.2		
Total	1121	55031			

Note: There is a significant difference among the test scores made by students in the different grades.

TABLE VII

Analysis of Variance of Test Scores
for Students with Different Degrees of
Isolation from Latin America

Source	df	SS	MS	F	P
Among	2	217	108.5	2.24	7.05
Within	1095	53154	48.5		

Note: There is no significant difference among the scores of the three groups.

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[7] t test of difference between the means of the travel/no travel groups indicates no significant difference at the .05 level which is the conventional probability level for acceptance of a null hypothesis.

Certain assumptions were made: namely, that senior high school students, because of their greater maturity, would score better than junior high school students; that students in metropolitan areas, because of greater access to public media, would score better than students from less populated, more isolated centers; and that students from the Mexican Border and those that had had personal contact with Latin America would score better than students from areas lacking in personal contact with Latin America. All of these assumptions proved negative.

Because much of the material in the test was related to textbooks, the fact that there was little difference between Mexican Border students - and others with travel/contact - and students lacking in geographical proximity and travel experience in Latin America might not be surprising. But it would be expected that personal contact would heighten interest which is a major component of learning. The test indicates little difference of this kind and might be indicative of the quality of the material presented in the textbooks.

The fact that senior high school students did not score significantly better than junior high school students _is_ surprising. One could argue that this is to be expected since the bulk of the textbook material and the specific content emphasis on Latin America is at grades 5, 6, and 7. But in the social studies program, one would hope that knowledge, a necessary stage in understanding, would increase with each additional year of study. The impact of Latin American material appears to reach its peak soon after the greatest exposure and then remains comparatively constant or in slight decline. Education to be called effective should have some cumulative effect. If it doesn't, then the sequence pattern should be studied. As regards Latin American topics, the cumulative factor does not appear to be functioning.

It is also possible that the content studied lacks pertinency. The large amount of space devoted to such materials as agricultural output might not have a significant impact on students. The historical-cultural aspects of the Latin American countries would certainly be more useful to understanding and would be more compatible with the current efforts toward international understanding.

An important element in the Test of Understanding analysis was the comparison of student results on those 42 questions related closely to textbook material as opposed to the 23 questions not related closely. At all grade levels, achievement was significantly higher on those items related closely to the textbooks. Table VIII relates the differences in percentages of correct responses at the various grade levels.

TABLE VIII

Percentages of Correct Responses to Questions Related Closely to the Textbooks (A) and Questions Not Related Closely to the Textbooks (B)[8]

Grade	Per Cent Correct Response to (A)	Per Cent Correct Response to (B)
7	41.82	25.32
8	44.75	29.38
9	38.09	29.38
10	39.57	30.97
11	40.86	29.93
12	40.38	31.94

Note: All the differences between per cents are significant beyond the .01 level.

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[8] A test of the significance of the difference between the per cent of correct responses at each grade level was made, using as the number of responses the numbers of students at each grade level multiplied by the number of items related closely to the textbooks and the number not related closely to the textbooks; for example, at the 7th grade level, N_A = 79 students x 42 items = 3318 item responses.

The hypothesis that the textbook does not greatly influence students in their understandings of Latin America proves negative. The textbook appears to be an influence at every grade level. The fact that it does influence what students know to the degree indicated should make it even more imperative that educators expend greater energies toward content improvement in social studies textbooks as they relate to Latin American topics. And this would undoubtedly hold true for topics of all kinds.

The above conclusion has to be supported on the basis of the total evidence but tempering seems necessary when the individual items are studied. For all of the space devoted in textbooks to certain items, one would have expected higher percentages of correct responses. The 29% correct response[9] to Question 5 (Maya centers), the 53.5% correct response to Question 7 (O.A.S. center), the 39.1% correct response to Question 14 (which country in Latin America has received the largest number of European immigrants), the 19.7% correct response to Question 17 (Argentina's "schoolmaster" president), the 34% correct response to Question 24 (the progress of "racial equality" in Latin America and the United States), the 59.5% correct response to Question 27 (location of Peru), 69.4% correct response to Question 30 (location of Colombia), 69.8% correct response to Question 31 (location of Chile), 60.8% correct response to Question 32 (location of Argentina), and the comparatively low percentage of correct responses to Questions 33, 34, 35, 36 which relate to the principal areas of white, mestizo, indian, and mulatto inhabitation respectively (11.6%, 26.8%, 27.4%, 19.3% respectively) are all below what might have been anticipated given the space allotted for these kinds of topics in the textbooks.

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[9] All students - This will be true in all of the examples where specific groups are not mentioned.

In Part D of the test, most of the personalities and places were obscure to students at all grade levels: Zumárraga 3.5%, Cabral 18.8%, Mendoza 19.3%, University of San Marcos 5.3%, Morelos 11.5%, O'Higgens 11.8%, Martí 9.8%, San Martín 14.3%, and Bolívar 13.3% to mention a few. Cortés 50%, Pizarro 31.7%, and Fidel Castro 71.3% were higher, but one might have expected even higher scores given the textbook space devoted to the "conquistadores" Cortés and Pizarro, and the popular notoriety of Fidel Castro.

While on the test as a whole there was no significant difference between the various groups -- Metropolitan, Isolated, and Mexican Border -- there were some interesting differences on certain kinds of questions. The Mexican Border students scored consistently higher than the other groups on items related to Mexico. For example, the difference in per cent of correct responses to personalities related to Mexico are apparent in Part D of the Test of Understanding.

	Metropolitan	Isolated	Mexican Border
López Mateos	40.0	34.0	51.7
Zumárraga	3.7	4.3	9.4
Cortés	46.1	45.9	72.9
Mendoza	18.4	12.4	32.9
Morelos	11.5	9.7	16.4

A similar comparison can be made in Question 34 (Area which has the highest percentage of "mestizo" inhabitants) where the percentage of correct responses were Metropolitan 23.0%, Isolated 23.7%, and Mexican Border 34.1%.

It would be interesting to speculate on the responses to Questions 24, 33, and 36 which deal with racial factors.

Question 24: How would you compare the progress of racial equality in Latin America and the United States?

	Per Cent of Responses		
	Metropolitan	Isolated	Mexican Border
*a. more racial equality in Latin America	30.7	42.7	18.8
b. more racial equality in the United States	20.7	14.0	24.4
c. about the same racial equality in both	5.3	8.6	5.8
d. insufficient knowledge to make a choice	38.4	29.7	49.4
omission	4.6	4.8	1.1

Question 33: The area which has the highest percentage of "white" inhabitants

Per Cent of Correct Responses - Omissions		
Metropolitan	Isolated	Mexican Border
9.5	12.4	4.7

Question 36: The area which has the highest percentage of "mulatto" inhabitants

Per Cent of Correct Responses - Omissions		
Metropolitan	Isolated	Mexican Border
9.5	12.9	4.7

On the above questions (24, 33, 36), while granting that the percentage of correct responses to the latter two are low, the isolated group scored higher than the others. The Mexican Border school, in particular, scored low. On the basis of the textbooks, it could be shown that the numerous discussions of racial characteristics of the various populations do little except possibly to help students generalize inaccurately about the whole of Latin America. To be unable to point out geographic regions where various racial characteristics are prominent is to know very little about these factors or their significance.

Departing from the textbook, possibly the impasse which envelops North Americans in general is an influence in the relatively low percentage of correct responses to the items relating to race. The greater sensitivity to these issues in Texas and metropolitan areas might also be factors in the lower percentage of correct responses than was found in the isolated group.

Should achievement for the entire test have been higher? This question cannot really be answered on the basis of the evidence which can only tell us how certain students scored as compared to others on this particular test. The score of 56, the highest score on the Test of Understanding, must be considered very high for this test when compared to the large majority scoring between 18 and 35.

Actually, that students have as much familiarity with Latin America as they do is encouraging. This amount of familiarity can point the way to possibly greater understanding through better content selection. By looking at the item analysis, it should be possible to determine the effectiveness of what we try to teach about Latin America and each of us will have our own yardstick of acceptable achievement.

Summary of Conclusions on the Test of Understanding

1. Negative attitudes toward Spain as contrasted with favorable attitudes toward England are indicative of the persistence of the "Black Legend." In this, students from isolated schools were the most moderate.

2. Students lack the background to answer questions relating to the North American image in Latin America.

3. Test scores indicate that students at all levels have knowledge about Latin America. When compared with results on the AHA/MVA "Test of Understanding of the United States," they score well.

4. The students especially know place location. They know less about social conditions, institutional history, and personalities. Personalities in particular are obscure.

5. There are small numerical differences between the mean scores of the various segments of the sample but only in the case of grade levels are they significant.

6. The assumptions: that senior high school students, because of their greater maturity, would score better than junior high school students; that students in metropolitan areas, because of greater access to public media, would score better than students from less populated, more isolated centers; and that students from the Mexican Border and those that had had personal contact with Latin America would score better than students from areas lacking in personal contact with Latin America, all proved negative.

7. Students scored significantly higher on test items closely related to textbook material. The hypothesis that the textbook does not greatly influence students in their understandings of Latin America proves negative.

8. Selected item analysis indicates some discrepancy between the per cent of correct response in certain items when related to the space devoted in textbooks. This somewhat tempers the above hypothesis but does not alter it.

9. Differences between the three groups - Metropolitan, Isolated, and Mexican Border - are substantial on questions relating to Mexico. In these, Mexican Border students score significantly higher.

10. Questions relating to racial elements in Latin American populations reveal a lack of understanding on the part of students even though textbooks uniformly discuss these points.

11. That students possess as much familiarity as they do with Latin America is encouraging.

CHAPTER VI

CONCLUSION

> Till recently we were all taught that Spain and Portugal failed as colonizers in the New World; that Spaniards came to America as gold seekers, whereas the English came to build homes; that the Spanish and Portuguese did not colonize but merely explored; that they killed off all the Indians....we know better....Spain and Portugal colonized so permanently that two thirds of the entire western hemisphere are still Spanish and Portuguese in speech, institutions, culture, and to a large extent in race stock....Now we know that the Spaniards did not kill off all the Indians, and that quite to the contrary, about the only places where there are any Indians left are those regions occupied by Spain and Portugal....that Harvard was not the first college founded in America but that there were a dozen older than she....Latin America everywhere produced cities which now combine the old culture with the new... that until the opening of the nineteenth century...Mexico City was the metropolis of the entire western hemisphere; that Mexico City, Lima, Buenos Aires, and Bahia all stood ahead of Philadelphia and New York in population.[1]

The rather lengthy quotation from Herbert Bolton was reserved for this last chapter. It is representative of a theme, an attitude, an enthusiasm, an appeal for more sensitivity and more humility in our social studies efforts.

As social studies materials used in our elementary and secondary schools are read and analyzed, it is impossible to be unaware of the efforts of authors to encourage these themes. The textbooks, in general, are not as chauvinistic as Bessie Pierce found them in 1931 nor as insensitive as the ACE indicated in 1944.[2]

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[1] Herbert Bolton, "Cultural Cooperation with Latin America," Conference on Inter American Relations in the Field of Education, Department of State: Washington, 1939, and quoted in Latin America in School and College Teaching Materials, p. 92. Herbert Bolton's work has contributed to much revision of standard American History textbooks at the college level but the scholarship has not filtered down very rapidly. His American Historical Association Presidential Address of 1932, "The Epic of Greater America," should be read. It is a strong anti-chauvinist plea. For an interesting appraisal of the Bolton thesis, see Lewis Hanke (ed.) Do the Americas Have a Common History, pp. 2-50.

Likewise, they have not entirely broken the barriers of imbalance, inconsistency, intolerance, insensitivity, and superficiality: all of which exert limitations on understanding.

This study began with the following hypotheses: (1) North American textbooks inadequately equip students for an understanding of Latin America; (2) North American students inadequately understand Latin America; (3) North American textbooks do not greatly influence students in their attitudes and understandings of Latin America. None of these proved entirely true.

Hypothesis I

North American textbooks inadequately equip students for an understanding of Latin America.

The textbooks have incorporated many of the suggestions of the 1944 ACE study and have profited as a result. The content in both elementary and secondary textbooks is quantitatively adequate. Qualitatively, they contain much that would help a student in understanding Latin America; they also contain much that could not help at all and possibly could hinder.

The Black Legend with its excessive concentration on the brutality and ineptness of the Spanish remains. The aura of condescension relating to institutional elements in Latin American society does not go far toward building a realistic understanding of the problems and influences in these countries.

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[2] Harold Noah, Carl E. Prince, and C. Russell Riggs, "History in High School Textbooks: A Note," School Review, Winter 1962, pp. 405-436, concluded that the textbooks were highly ethnocentric and perpetrators of propaganda and myth. This appraisal is too harsh and comes from a very narrow sampling.

It is still unfortunate that Latin American topics reach their peak of treatment so early in the social studies curriculum and decline so rapidly. Because so much of the content appears in elementary textbooks, it is encouraging to note the greatest efforts toward textbook improvement at this level. Secondary textbooks are weak by comparison.

There is still too much concentration, especially in elementary textbooks, on content which lacks pertinency. Here, the effort to avoid controversy brings an inordinate amount of space to identifying the "banana" countries, the "tin" country, the "old" customs, and too little of 19th and 20th century reality. In particular, and this is true for both elementary and secondary textbooks but especially the latter, political and cultural developments are very inadequately treated.

The lack of pertinency stems from a failure to reassess the total organization of content. Since the 1944 ACE study, qualitative improvement in the content has come, but the basic organization of material has remained intact. The title headings have remained and the quantitative space devoted to the possible topics continues virtually unchanged. What is needed is a total rethinking by scholars and textbook writers of the questions of what is important and what is no longer important as Latin America is studied for understanding.

Secondary textbooks, contrasted with elementary textbooks, still place too much stress on foreign relations and the issues of conflict. This has remained essentially because of the nature of the secondary school social studies programs which emphasize United States History. It was noted earlier that these areas of conflict have passed, since 1944, from "all praise and no blame for whatever the United States has done" to moderation and the posing of questions relating to the sources of conflict. There are inconsistencies but positive change has come. George I. Blanksten calls the question of "where we can generalize and where we should not even try" one of the major teaching problems relating to Latin America.[3] This is indeed a problem! The writers of textbooks are obviously attempting to come to grips with this issue but consistency is again lacking.

One of the omnipresent problems of textbook writers is how to avoid superficiality. This is compounded as writers have to ask themselves what is an adequate treatment of the "conquest" for elementary school students, for senior high school students? These are legitimate questions for which too few reasonable answers have been available. The solution for too many writers has been that a sentence is better than no sentence, a paragraph better than no paragraph. To support this position seems folly. If a subject cannot be made clear, then it would be better left out. This should not be considered a plea for more space; it is an appeal for better use of the present space.

There is still a lack of material on Latin America for use at the secondary level. Supplementary materials are rapidly being published but these are not in wide use. Teachers are still reluctant to leave the traditional textbook.

No one denies that changes are coming and the single textbook is gradually giving way to multi-texts, but the answer for improvement must come within the context of the present core textbook. The plethora of attacks on the textbook as a learning tool have not altered their use to any great extent on the elementary and secondary school level.

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[3] "The Wide Angle View of the Latin American Scene," Phi Delta Kappan (Jan. 1964), pp. 162-166.

Hypothesis II

North American students inadequately understand Latin America.

Students surprisingly exhibited some understanding of Latin America. But the quality of their knowledge is reflective of the qualitative inadequacies of the textbooks themselves. Performances were better on items of place geography than on questions relating to institutional life; there was apparent recall of symbols like "Alliance for Progress" but less understanding of the aims or the problems.

Hypothesis III

North American textbooks do not greatly influence students in their attitudes and understandings of Latin America.

This proved most convincingly negative. The understandings that students have about Latin America are related closely to the content in textbooks where performance is significantly higher than on material less closely related to textbook content. Responses to attitudinal questions which reflect the negative qualities of Spanish colonization as opposed to the positive elements of English colonization are likewise indicative of the importance of the textbooks.

This conclusion alone suggests the merit of concentrating more positive efforts toward content improvements. The advocates of "throwing out the textbooks" might better spend their time working for qualitative improvement in the materials now available.

A Closing Note

Throughout the text of the study, specific problems have been noted and suggestions offered. All of these could be grouped under a heading of qualitative improvement. Quantitatively, enough space is provided.

The study leaves unanswered the question of what should be studied about Latin America at the various grade levels to produce a maximum understanding. Grand curriculum designs have been formulated but essential questions, those that plague almost every thoughtful teacher, remain out of the dialogue. Of the possible content, what should be studied? What should be left out? How should selection of content be made?

It is in this latter area that social studies educators in conjunction with Latin American scholars have much to do. They need to restructure the treatment of Latin American topics. Not just in fragments, but in the entire social studies curriculum from the elementary grades through the high school. They need to reexamine the concept of the "expanding environment" with its many limitations and "trappings" that produce so many variations in presentation of similar content. Efforts toward understanding have made progress but the end is not close at hand.

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APPENDIX A

THE NUMBER AND PER CENT OF PAGES DEVOTED TO LATIN AMERICAN TOPICS IN NORTH AMERICAN ELEMENTARY AND SECONDARY SCHOOL SOCIAL STUDIES TEXTBOOKS

TABLE I

THE NUMBER AND PER CENT OF PAGES DEVOTED TO LATIN AMERICAN TOPICS IN NORTH AMERICAN ELEMENTARY SCHOOL SOCIAL STUDIES TEXTBOOKS

Textbook[1]	Number of Pages devoted to Latin America	Per Cent of Total Book devoted to Latin America
1	56.25	11.91
2	294.37	66.90
3	21.00	8.47
4	6.87	3.62
5	.37	.10
6	9.22	3.32
7	65.00	14.51
8	1.22	.41
9	65.16	21.30
10	16.00	8.44
11	161.00	38.71
12	.25	.06
13	104.00	25.00
14	35.00	6.90
15	254.91	90.07
16	255.43	66.52
17	43.00	17.20
18	4.00	.82
19	92.00	18.56
20	76.00	16.17

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[1] Textbooks which were part of the sample but did not contain Latin American topics are not included in this tabular summary.

Textbook	Number of Pages devoted to Latin America	Per Cent of Total Book devoted to Latin America
21	22.25	7.18
22	18.25	4.45
23	2.75	4.04
24	2.00	2.94
25	.75	1.05
26	3.00	3.95
27	29.46	10.19
28	.34	.07
29	4.25	1.50
30	5.77	1.2
31	.3	.15
32	113.20	25.73
33	12.30	3.94
34	7.00	12.96
35	1.00	1.46
36	.75	1.09
37	2.50	3.68
38	1.75	2.54
39	2.00	2.90
40	14.00	21.89
41	6.50	9.42
42	3.00	4.62
43	1.00	1.46
44	2.25	3.41
45	.43	.84
46	.50	.10
47	1.50	.40
48	90.71	17.59
49	12.00	4.76
50	209.98	51.72
51	83.54	16.84
52	64.50	21.01
53	1.80	.64

Textbook	Number of Pages devoted to Latin America	Per Cent of Total Book devoted to Latin America
54	240.84	62.72
55	49.50	15.18
56	12.70	3.26
57	18.00	4.09
58	1.55	.39
59	1.10	.28
60	1.50	.45
61	14.00	2.44
62	237.10	80.65
63	40.09	8.41
64	7.49	1.55
65	19.0	9.27
66	84.63	20.74
67	8.98	2.25

TABLE II

THE NUMBER AND PER CENT OF PAGES DEVOTED TO CONTENT AREAS OF LATIN AMERICAN TOPICS IN NORTH AMERICAN ELEMENTARY SCHOOL SOCIAL STUDIES TEXTBOOKS

	Number and Per Cent of Pages Devoted to Analysis Areas[2]													
	1		2		3		4		5		6		7	
Textbook[1]	pages	%	pages	%	pages	%	pages	%	pages	%	pages	%	pages	%
1	31.5	56.00	5.5	9.80	9.0	16.00	.50	.90	1.25	2.20	5.25	9.30	1.25	2.20
2	111.8	37.98	17.55	5.96	81.0	27.51	2.64	.90	4.38	1.49	13.00	4.40	8.25	2.80
3.	17.0	80.95	2.5	11.90							1.50	7.14		
4.	6.6	97.52	.2	2.92										
5.											.37	100.		
6.	2.0	21.69	1.0	10.84	6.0	65.07			.22	2.37				
7.	59.2	63.35	.8	1.23	2.2	3.38	.30	.45	1.0	1.58			1.3	2.00
8.	1.07	87.70			.16	13.11								
9.	59.2	90.85	.8	1.23	2.2	3.10	.30	.46	1.0	1.53			1.3	2.00
10.	7.5	46.87	3.0	18.75							2.80	17.50		
11.	45.5	28.26	20.2	12.55	5.3	3.30	4.5	2.80	1.2	.75	62.2	38.63	1.0	.06
12.	.25	100.												
13.	39.5	37.98	17.0	16.35	3.6	3.47	.75	.72	1.0	.96	27.5	26.44	2.3	2.21
14.	3.5	10.00	3.5	10.00	7.8	22.30	1.25	3.56	7.0	19.99	1.75	5.00	3.67	10.49

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[1] Textbooks which were part of the sample but did not contain Latin American topics are not included in this tabular summary.

[2] The numbers represent the following analysis categories:

1. Geography
2. The People
3. The Colonial Period and the Revolution
4. Political Development
5. U. S. Relations with Latin America
6. Economic Development
7. Social Problems and Social Change

	Number and Per Cent of Pages Devoted to Analysis Areas													
	1		2		3		4		5		6		7	
Textbook	pages	%	pages	%	pages	%	pages	%	pages	%	pages	%	pages	%
15.	68.92	27.04	40.0	15.70	48.49	19.18	9.67	3.80	44.3	17.39	35.22	13.82	7.91	3.10
16.	68.73	26.91	39.82	15.59	48.74	19.08	9.93	3.89	11.85	4.64	35.68	13.97	7.68	3.01
17.	18.5	43.02	7.5	17.44							14.	32.56		
18.	4.	100.												
19.	21.5	23.37	18.	19.57	7.85	8.53	2.	2.17	8.	8.70	22.5	24.46	.85	.92
20.	41.25	54.28	7.25	9.54	16.	21.05	1.	6.32	4.50	5.92	3.0	3.94	2.0	2.63
21.	11.25	50.56	4.25	19.10	2.5	11.24			.25	1.12	1.5	6.74	2.0	8.99
22.	2.75	15.07			13.5	73.97					2.	10.96		
23.	1.	36.36							1.75	63.64				
24.	1.	50.00			.33	16.50			1.5	75.00				
25.	.75	100.												
26.	1.	33.33			2.	66.66								
27.	3.4	11.54	4.5	15.27					20.	67.89	.09	.31		
28.							.14	41.18	.2	58.82				
29.	4.2	98.82							.05	1.18				
30.	2.0	51.99	2.7	46.79	.03	.52					.04	.70		
31.	.3	100.												
32.	24.5	21.64	28.	24.73	29.14	25.74	1.71	1.51	9.10	8.04	19.15	16.91	1.6	1.41
33.	7.8	63.41					.05	.41	4.4	35.77	.05	.41		
34.	.5	7.14							5.0	71.42			1.6	22.86
35.	.3	30.00	.3	30.00					.3	30.00				
36.	.25	33.33							.5	66.66				
37.	.25	10.00							2.25	90.00				
38.	.25	14.29							1.5	85.71				
39.	.5	25.00							.75	37.50			.75	37.50
40.	1.	7.14			3.	21.42			10.	71.42				

	Number and Per Cent of Pages Devoted to Analysis Areas													
	1		2		3		4		5		6		7	
Textbook	pages	%	pages	%	pages	%	pages	%	pages	%	pages	%	pages	%
41.	1.25	19.23			.75	11.54			3.75	57.70				
42.					1.0	33.33			2.0	66.66				
43.					1.0	100.								
44.	.5	22.22	.25	11.11					1,5	66.66				
45.	.20	46.51			.23	53.49								
46.	.5	100.												
47.	.5	33.33			1.0	66.66								
48.	30.8	33.95	10.85	11.96	15.6	17.20	3,28	36.16	.9	.99	17.65	19.46	1.88	2.07
49.	4.5	37.50									.75	6.25		
50.	85.33	40.64	33.07	15.75	3.93	1.87	.16	.07			64.85	30.88	2.39	1.14
51.	40.03	47.92	14.91	17.85	9.95	11.91			2.14	2.56	11.35	13.59	.72	.86
52.	6.0	9.30	54.0	83.72	.25	.39								
53.	.3	16.67							1.5	83.33				
54.	93.88	39.98	46.11	19.15	29.0	12.04	2.18	.91	2.52	1.05	36.57	15.18	1.58	.66
55.	6.5	13.13	32.5	62.62							4.0	8.89		
56.	.6	4.72	.55	4.33	3.2	25.20	.65	5.12	4.2	33.07	2.3	18.11	.20	1.57
57.	5.6	31.11	3.5	19.44	2.4	13.33			2.8	15.56	3.0	16.67		
58.	.58	37.42	.75	48.38	.22	14.88								
59.	.5	45.45	.4	36.36	.3	27.27								
60.	.5	33.33							1.0	66.66				
61.	4.75	33.93	1.5	10.71	.3	2.14	.5	3.57	1.0	7.14	6.25	44.64	.25	1.79
62.	53.1	22.39	58.7	24.76	20.0	8.44	3.0	1.27	8.9	3.75	77.3	32.6	2.1	.89
63.	12.5	31.18	4.1	10.23	8.35	20.83	.31	.77	7.3	18.20	4.9	12.22		
64.	5.13	68.39			2.36	31.52								
65.					19.0	100.								

	Number and Per Cent of Pages Devoted to Analysis Areas													
	1		2		3		4		5		6		7	
Textbook	pages	%	pages	%	pages	%	pages	%	pages	%	pages	%	pages	%
66.	33.5	39.58	9.9	11.70	2.9	3.43	.9	1.06	.5	.60	28.7	3.40	.03	.04
67.	4.76	53.00	.14	1.56	.74	8.24			.73	8.13	1.17	13.02		
Total	1074.99	35.60	502.35	16.60	411.32	13.62	45.72	1.51	183.99	6.08	486.14	16.10	52.61	1.74

TABLE III

THE NUMBER AND PER CENT OF PAGES DEVOTED TO LATIN AMERICAN TOPICS IN NORTH AMERICAN SECONDARY SCHOOL SOCIAL STUDIES TEXTBOOKS

Textbook[1]	Number of Pages devoted to Latin America	Per Cent of Total Book devoted to Latin America
1	56.82	10.04
2	17.10	2.30
3	37.50	7.05
4	53.8	10.11
5	41.71	4.61
6	36.07	5.10
7	29.83	3.87
8	20.01	2.83
9	46.30	5.85
10	28.38	4.55
11	61.60	8.65
12	37.30	6.48
13	30.07	4.57
14	.83	.18
15	.90	.15
16	35.40	5.30
17	1.00	.18
18	8.44	1.47
19	28.18	3.56
20	10.73	1.34
21	49.49	10.46
22	35.80	4.75
23	50.97	6.93
24	43.36	5.27
25	51.52	5.85
26	27.93	3.64
27	27.70	3.61
28	28.99	4.71

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[1] Textbooks which were part of the sample but did not contain Latin American topics are not included in this tabular summary.

Textbook	Number of Pages devoted to Latin America	Per Cent of Total Book devoted to Latin America
29	1.00	.19
30	3.90	.59
31	.25	.05
32	.20	.12
33	2.80	.50
34	25.50	3.13
35	.50	.14
36	42.70	6.37
37	41.25	8.32
38	.17	.05
39	2.40	.86
40	2.90	1.07
41	34.75	4.51
42	10.88	1.43
43	189.21	31.11
44	25.00	4.46
45	36.87	7.20
46	2.58	.41
47	30.68	4.34
48	26.50	3.75
49	.10	.01
50	.83	.30
51	1.39	.72
52	24.91	3.15
53	19.55	7.03
54	71.68	14.22
55	32.40	6.09
56	20.80	4.16
57	56.70	9.06
58	2.99	1.87
59	51.80	8.72
60	2.85	.42
61	23.50	3.4

Textbook	Number of Pages devoted to Latin America	Per Cent of Total Book devoted to Latin America
62	43.30	8.1
63	24.00	5.8
64	248.60	52.5

TABLE IV

THE NUMBER AND PER CENT OF PAGES DEVOTED TO CONTENT AREAS OF LATIN AMERICAN TOPICS IN NORTH AMERICAN SECONDARY SCHOOL SOCIAL STUDIES TEXTBOOKS

	Number and Per Cent of Pages Devoted to Analysis Areas[2]													
	1		2		3		4		5		6		7	
Textbook[1]	pages	%	pages	%	pages	%	pages	%	pages	%	pages	%	pages	%
1.	13.44	23.65	1.08	1.90	2.34	4.12	.2	.35	1.94	3.4	31.69	55.77	.91	1.60
2.			.13	.76	4.93	28.83			11.5	67.25	.5	2.92		
3.	18.5	49.33	4.4	11.73	4.5	12.00	2.0	5.33	2.0	5.33	1.60	4.27	1.0	2.67
4.	21.4	39.78	3.3	6.13	9.6	17.84	2.0	3.72	2.0	3.72	11.2	20.82	.6	1.12
5.	.25	.60			10.73	25.73	.84	2.01	27.61	66.19	.43	1.03	.19	.46
6.	4.0	11.09	3.0	8.31	9.0	24.95	3.0	8.31	4.4	12.20	3.9	10.81	.62	1.72
7.	5.6	18.77	1.1	3.69	8.4	28.16			16.1	53.91	2.63	8.82		
8.	5.0	24.99	.7	3.50	7.2	35.99	.3	1.50	4.3	21.49	1.4	7.00	.09	.45
9.	2.5	5.40	.4	.86	7.4	15.99	.1	.21	34.6	74.73	1.0	2.16	.3	.65
10.	1.5	5.29	.65	2.29	9.8	34.53	4.18	14.73	6.6	23.26	2.2	7.75	.45	1.69
11.	6.4	10.39	.5	.81	27.6	44.80	2.6	4.22	20.6	33.44	2.8	4.55	1.1	1.79
12.	1.3	3.49			3.4	9.12	.7	1.89	29.8	79.90	.2	.54		
13.	5.3	17.62	.26	.86	7.1	23.61		[illegible]	15.76	52.40				
14.									.03	3.61			.8	96.38

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[1] Textbooks which were part of the sample but did not contain Latin American topics are not included in this tabular summary.

[2] The numbers represent the following analysis categories:

1. Geography
2. The People
3. The Colonial Period and the Revolution
4. Political Development
5. U. S. Relations with Latin America
6. Economic Development
7. Social Problems and Social Change

	Number and Per Cent of Pages Devoted to Analysis Areas													
	1		2		3		4		5		6		7	
Textbook	pages	%	pages	%	pages	%	pages	%	pages	%	pages	%	pages	%
15.									.9	100.				
16.	5.9	16.67	5.4	15.25	5.0	14.12	.81	2.29	15.9	44.91	.5	1.41	.03	.08
17.	1.0	100.												
18.	.25	2.96					.05	.59	8.0	94.78				
19.	7.3	25.90	.62	2.20	12.5	44.35	.9	3.19	4.8	17.03	.72	2.55	.34	1.21
20.	1.67	15.56	1.3	12.11	4.2	37.26	1.7	15.84	.8	7.44	1.06	9.87		
21.	4.7	9.49	2.6	5.25	10.1	20.40	.13	.26	19.9	40.20	1.0	2.02	.06	.12
22.	1.0	2.79	.25	.70	5.9	16.48	.20	.56	23.6	65.92	2.6	7.26		
23.	5.3	10.39	1.5	2.94	13.18	25.85	.81	1.59	29.0	56.87	1.18	2.31		
24.	2.5	5.77			.9	2.08	1.2	2.77	35.7	82.32	.5	1.15	.2	.46
25.	3.1	6.01			15.38	29.84	.2	.39	31.0	60.14	.64	1.24		
26.	3.4	12.17	.58	2.08	17.6	63.01	1.1	3.94	2.3	8.23	.9	3.22	.9	3.22
27.	1.3	4.70	1.3	4.70	14.8	53.43	1.1	3.97	4.8	17.33	.9	3.25	.5	1.81
28.	.84	2.90			8.25	28.45	.14	.48	16.67	57.49	.09	.31		
29.									1.0	100.				
30.									3.9	100.				
31.									.08	32.00	.17	68.00		
32.											.2	100.		
33.									2.8	100.				
34.	3.9	15.29	1.0	3.92	8.4	32.94			11.2	43.92	1.0	3.92		
35.									.5	100.				
36.	5.2	12.18	.41	.96	15.6	36.53	.81	1.90	19.3	45.20	1.4	3.28		
37.	14.0	33.94	9.0	21.82	.5	1.21			.75	1.82	12.9	31.27	.1	.24
38.									.17	100.				
39.							2.4	100.						
40.							2.9	100.						

Number and Per Cent of Pages Devoted to Analysis Areas

Textbook	1 pages	1 %	2 pages	2 %	3 pages	3 %	4 pages	4 %	5 pages	5 %	6 pages	6 %	7 pages	7 %
41.	4.9	14.10			5.1	14.67	.42	1.21	23.5	67.61				
42.	1.3	11.95	.23	2.11					8.65	79.50	.6	5.51	.1	.92
43.	77.53	40.94	30.0	15.84	3.45	1.82			.16	.08	57.0	30.10	2.32	1.22
44.	.67	2.68			3.5	14.00	.8	3.20	16.0	64.00	.25	1.00		
45.	13.56	36.77	2.68	7.27	2.4	6.51	.27	.73	1.07	2.90	14.75	40.00	.39	1.06
46.			.15	5.81					2.43	94.18				
47.	3.9	12.71	.4	1.30	18.7	60.94	.17	.55	2.8	9.13	.56	1.83	.05	.16
48.	3.0	11.32	.7	2.64	18.0	67.92	1.4	5.28	1.4	5.28	1.8	6.79	.2	.75
49.									.1	100.				
50.			.43	51.81			.19	22.89	.21	25.30				
51.	1.0	71.94					.13	9.35	.26	18.70				
52.	5.9	20.07			8.58	34.35	.39	1.56	7.8	31.35	.33	1.26	.21	.86
53.	2.9	14.83	1.6	8.18			5.1	26.09	5.6	28.64	3.9	19.95	.3	1.53
54.	33.	46.04	6.4	8.93	.9	1.26	.3	.42	.7	.98	23.1	32.22	.08	.11
55.	11.5	35.49	1.8	5.56	.8	2.47	1.8	5.56	3.2	9.88	13.3	41.05		
56.					8.3	39.90			12.5	60.10				
57.	10.3	18.17	8.6	15.17	6.0	10.58	.2	.35	3.9	6.88	21.0	37.04	1.0	1.76
58.			3.9	13.04			2.6	86.95						
59.	3.0	5.79	13.7	26.45	15.25	29.44	1.10	2.12	18.75	36.20				
60.	.9	31.25							1.7	59.03	.2	8.68		
61.	3.0	12.77	2.1	8.94	10.4	44.26			8.0	34.04				
62.	14.52	33.53	7.94	18.45	2.13	4.91	1.88	4.34	.43	.009	12.48	28.82	.67	1.44
63.	12.25	51.20	5.25	21.89	.25	1.04	1.00	4.16	1.00	4.16	1.25	5.20	3.00	12.50
64.	68.0	27.35	39.0	15.71	48.0	19.56	9.5	3.82	11.3	4.55	32.3	13.00	7.5	3.01
Total	417.68	20.81	164.36	8.20	386.07	19.27	57.62	2.81	541.77	27.05	268.18	13.38	24.01	1.17

TABLE V

A COMPARISON OF THE PER CENT OF SPACE DEVOTED TO CONTENT AREAS BY ELEMENTARY AND SECONDARY SOCIAL STUDIES TEXTBOOKS

Content Area	Elementary	Secondary
1. Geography	35.60	20.81
2. The People	16.60	8.20
3. The Colonial Period and The Revolution	13.62	19.27
4. Political Development	1.51	2.81
5. U. S. Relations with Latin America	6.08	27.05
6. Economic Development	16.10	13.38
7. Social Problems and Social Change	1.74	1.17

APPENDIX B

ITEM ANALYSIS OF THE TEST OF UNDERSTANDING OF LATIN AMERICA

ITEM	Per Cent Responding to Each Alternative 7^{**}	8^{**}	9^{**}	10^{**}	11^{**}	12^{**}	M^{**}	I^{**}	MB^{**}	T^{**}	NI^{**}
DIRECTIONS: Select the best answer from among the four choices and place the answer in the place provided.											
1. Which of the following countries has the most illiteracy?											
a. Argentina	12.7	7.8	12.2	15.0	10.0	10.5	11.6	16.7	10.5	11.7	11.4
b. Brazil	27.0	24.0	29.0	23.6	25.0	28.7	26.4	24.3	25.8	26.4	25.7
*c. Haiti	25.4	47.4	35.3	33.9	39.4	32.5	36.7	31.3	30.5	32.3	36.6
d. Mexico	31.7	17.5	22.2	26.1	22.8	23.9	23.1	25.9	31.7	27.4	23.5
omission	3.2	3.2	2.3	1.4	.6	3.8	1.9	1.6	1.1	1.9	2.7
2. Which of the following countries has the least illiteracy?											
*a. Argentina	31.7	23.4	20.4	23.9	19.5	16.7	23.1	15.6	29.4	32.3	23.3
b. Brazil	23.8	27.3	24.9	28.9	22.2	19.1	34.0	24.8	24.7	24.5	26.9
c. Haiti	15.9	23.4	26.2	18.9	17.8	15.3	12.9	21.6	24.7	18.6	19.9
d. Mexico	25.4	22.7	26.7	26.8	36.1	31.1	24.9	35.6	21.1	24.5	27.2
omission	3.2	3.2	1.8	1.4	4.4	3.8	5.5	2.1			2.6
3. Which of the following most accurately describes a "hacienda" in Latin America?											
a. A ranch	44.4	76.6	73.3	77.1	76.1	78.9	71.3	77.8	84.7	72.5	74.8
*b. A self-sustaining social and economic system	12.7	5.8	10.9	8.2	4.4	6.7	7.5	9.1	5.8	6.8	7.9
c. A large agricultural property	34.9	13.0	10.0	12.1	9.4	9.1	10.3	9.7	7.0	16.6	11.4
d. A seat of government	4.8	1.9	3.6	2.5	.6	2.9	2.3	3.2		1.9	2.7
omission	3.2	2.6	2.3		9.4	1.9	8.3		2.3	1.9	3.1

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*=correct answer

** numerals indicate grade level of respondents; M=metropolitan; I=isolated; MB=Mexican border; T=travel and/or contact in Latin America; NI=no travel and/or contact in Latin America

ITEM	Per Cent Responding to Each Alternative 7	8	9	10	11	12	M	I	MB	T	NI
4. In early colonial days the only persons who could hold high office were the:											
a. creoles	36.5	35.1	33.0	37.1	24.5	30.1	35.3	32.9	29.4	30.3	32.2
b. mestizos	28.6	26.6	33.9	37.1	31.7	33.5	30.0	37.8	37.6	30.3	33.8
*c. peninsulars	19.0	31.8	25.3	20.0	30.6	28.2	25.3	24.3	29.4	29.4	25.5
d. indians	6.3	2.6	5.4	4.3	7.2	4.3	3.8	3.7	2.3	6.8	4.7
omission	9.5	3.9	2.3	1.4	6.1	3.3	5.3	1.0	1.1	2.8	3.7
5. In which of the following have cities built by the Mayas been found?											
a. Colombia and Peru	23.8	34.4	30.8	33.2	27.8	32.1	25.1	35.6	29.4	21.5	31.8
*b. Central America and Mexico	15.9	35.7	30.3	32.8	29.4	21.0	31.9	25.4	44.7	35.2	28.1
c. Brazil	44.4	22.1	22.6	25.4	27.2	36.4	34.1	28.6	15.2	29.4	27.8
d. The West Indies	6.3	6.5	14.0	7.1	7.8	8.1	4.7	9.1	9.4	11.7	8.6
omission	9.5	1.3	2.3	1.4	7.8	1.9	4.3	1.0		1.8	3.6
6. When Columbus came to the new world he was sponsored by the royal family of:											
a. Italy	3.2	2.6	2.3	1.4	3.3	3.3	2.9	1.6	5.8	2.9	2.5
*b. Spain	74.6	79.2	70.6	82.8	72.2	83.7	75.3	78.9	84.7	84.3	76.9
c. England	14.3	11.0	17.2	12.1	12.2	5.3	15.6	14.0	7.0	6.8	12.3
d. France	6.3	3.9	9.5	2.9	1.1	4.3	3.7	3.4	1.1	4.9	4.7
omission	1.6	3.2	.4	.7	11.1	2.9	2.2	2.0	1.1	.9	3.5
7. The headquarters of the Organization of American States (OAS) is located in:											
*a. Washington, D.C.	65.1	49.3	60.6	52.5	49.4	51.2	56.3	58.1	65.8	56.8	53.3
b. Brasilia	3.2	13.6	14.9	15.4	12.2	17.7	10.6	11.0	5.8	6.8	14.9
c. Buenos Aires	14.3	26.6	21.3	27.1	22.8	22.0	17.4	24.5	22.3	25.4	23.1
d. Punta del Este	4.8	5.2	3.2	4.6	3.3	6.2	3.8	3.2	3.5	3.9	4.6
omission	12.7	5.2		.4	12.2	2.4	11.6	3.0	2.2	6.8	4.0

ITEM	Per Cent Responding to Each Alternative 7	8	9	10	11	12	M	I	MB	T	NT
8. The world's longest continuous mountain chain (in South America) is called:											
a. San Salvador			4.5	1.1	2.2	1.9	2.3	2.1	4.7	1.9	2.0
b. Antigua	3.2	3.9	4.1	.7	2.2	1.9	3.0	1.0	3.5	.9	3.1
c. Managuas	6.3	5.6	10.4	2.5	5.0	4.3	5.3	6.4	3.5	4.9	5.5
*d. Andes	84.1	87.7	80.5	94.6	82.2	70.8	87.6	89.7	88.2	91.1	86.2
omission	6.3	3.2	.4	1.1	8.3	7.2	1.4	.5		.9	3.0
9. All but one of the following pairs of Latin American states has access to the sea. Select the exception.											
a. Ecuador and Colombia	14.3	13.0	14.5	15.4	14.4	11.0	15.3	13.5	20.0	17.6	13.2
b. Uruguay and Guatemala	12.7	19.5	24.0	17.1	14.4	18.7	14.6	20.0	22.3	15.6	18.7
*c. Bolivia and Paraguay	57.1	58.4	51.1	59.6	52.8	63.6	58.4	56.6	50.5	54.9	57.4
d. Mexico and Chile	7.9	3.2	8.1	6.4	3.9	4.3	6.1	8.6	7.0	7.8	5.4
omission	7.9	5.8	2.3	1.4	14.4	1.9	5.3	1.5		3.9	5.2
10. Spanish is not the national language in:											
a. Argentina and Chile	11.1	10.4	9.5	11.1	10.0	10.5	6.9	9.7	9.4	8.8	10.5
*b. Haiti and Brazil	55.5	46.7	40.3	46.8	45.0	49.8	50.7	38.9	50.5	48.0	46.1
c. Guatemala and the Dominican Republic	11.1	26.6	30.8	29.6	21.7	23.4	25.3	31.8	25.8	23.5	26.2
d. Ecuador and Venezuela	11.1	10.4	17.6	11.1	15.0	13.9	14.6	17.8	11.7	15.6	13.1
omission	11.1	5.8	1.8	1.4	8.3	1.9	2.2	1.6	2.3	3.9	4.0
11. Which of the following was least important in formulating United States Caribbean policy in the early twentieth century?											
a. Protection of American investments	9.5	16.2	18.1	13.2	7.2	10.0	16.1	9.9	7.0	6.8	13.4
b. Prevention of foreign intervention	15.9	12.3	18.5	16.8	10.6	11.0	11.5	15.3	12.9	14.7	14.3
*c. Blocking the spread of Bolshevism	46.0	53.9	45.7	53.9	53.9	64.1	51.3	60.2	62.3	58.8	53.5
d. Protection of the Panama Canal	17.5	10.4	13.1	13.9	17.2	11.5	17.8	8.4	16.4	13.7	13.3
omission	11.1	7.1	4.5	2.1	11.1	2.9	3.0	6.1	1.1	5.8	5.4

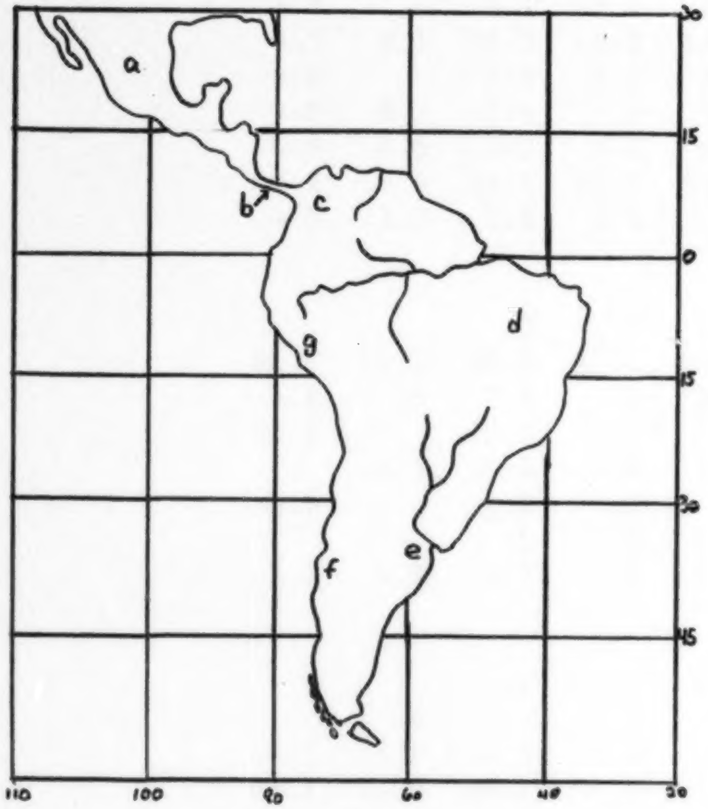
ITEM	Per Cent Responding to Each Alternative										
	7	8	9	10	11	12	M	I	MB	T	NT
12. Population density (figured by number of people per square mile) in Latin America is:											
a. about the same as in the U.S.	6.3	6.5	10.4	10.4	2.8	8.1	5.6	5.9	3.5	8.8	7.7
b. slightly greater than in the U.S.	9.5	18.2	22.2	17.5	18.9	18.2	22.0	19.4	21.1	13.7	18.8
c. much greater than in the U.S	14.3	20.1	14.0	23.9	23.9	21.5	23.9	15.1	34.1	26.4	20.1
* d. less than in the United States	63.5	49.3	47.5	46.4	50.0	47.4	44.1	54.5	40.0	46.0	49.1
omission	6.3	5.8	5.9	1.8	4.4	4.3	4.2	4.8	1.1	4.8	4.2
13. The largest country in Latin America is:											
*a. Brazil	66.7	78.6	79.6	78.2	81.1	78.9	76.2	79.4	64.7	73.5	78.9
b. Mexico	23.8	15.6	11.8	17.5	11.1	13.9	14.6	16.2	28.2	21.5	14.1
c. Chile	1.6	2.6	2.7	2.1	1.1	3.8	3.6	2.7	1.1	1.9	2.5
d. Colombia	7.9	.6	3.2	1.8	3.3	1.9	3.0	1.0	5.8	1.9	2.0
omission		2.6	2.7	.7	3.3	1.0	2.2	.5		.9	2.4
14. Which country in Latin America has received the largest number of European immigrants?											
a. Mexico	19.0	29.2	32.6	28.6	28.3	30.1	32.3	28.6	29.4	23.5	30.0
b. Costa Rica	20.6	20.8	21.7	22.9	21.1	17.2	19.2	23.2	24.7	22.5	20.4
c. Chile	12.7	5.8	9.0	5.7	7.8	9.6	7.9	10.8	8.2	9.8	7.7
*d. Argentina	42.8	42.2	33.0	39.3	40.6	39.2	36.6	36.7	34.1	42.1	38.6
omission	4.8	1.9	3.6	2.5	2.2	3.3	3.6	.5	3.4	1.8	3.2
15. Which of the following Latin American nations is most developed economically?											
a. Peru	19.0	26.0	29.4	25.7	27.8	22.0	32.3	28.7	41.1	33.3	25.7
*b. Chile	19.0	37.0	24.9	32.5	37.2	44.5	30.7	37.2	25.8	29.4	34.7
c. Honduras	23.8	20.8	23.5	20.7	16.7	15.8	18.4	19.4	22.3	25.4	19.5
d. Ecuador	6.3	13.6	18.5	18.9	14.4	15.3	13.0	12.6	9.4	10.7	16.5
omission	9.5	2.6	3.6	2.1	3.9	1.9	5.3	1.5	1.1	.9	3.5

ITEM	7	8	9	10	11	12	M	I	MB	T	NT
	Per Cent Responding to Each Alternative										
16. Which of the following Latin American nations is least developed economically?											
a. Peru	9.5	20.1	14.9	18.9	13.3	17.7	13.0	16.2	10.5	16.6	16.6
b. Chile	22.2	13.6	16.7	21.1	15.0	15.8	20.7	15.6	18.8	17.6	17.6
*c. Honduras	36.5	39.6	45.2	38.2	45.0	38.3	40.7	45.9	43.5	28.4	41.7
d. Ecuador	22.2	21.4	20.8	19.3	20.6	24.4	19.2	20.5	21.1	32.3	20.1
omission	9.5	5.2	2.3	2.5	6.1	3.3	6.1	1.4	5.8	4.8	3.9
17. Argentina's "schoolmaster" president was:											
a. Rosas	4.8	17.5	5.9	11.4	8.9	7.2	7.6	8.3	8.2	1.9	10.2
b. Juarez	30.2	30.5	43.9	41.4	33.9	42.1	31.5	41.7	47.0	37.2	39.4
c. Perón	12.7	22.1	24.4	30.4	26.1	36.4	28.4	26.4	28.2	36.2	26.3
*d. Sarmiento	44.4	26.6	22.2	13.2	22.8	11.0	26.9	14.2	9.4	15.6	20.3
omission	7.9	3.2	3.6	3.6	8.3	2.9	5.3	9.1	7.0	8.7	4.1
18. Compared with the government of the United States, Latin American governments have tended to be:											
a. more democratic	7.9	5.8	7.7	3.9	4.4	4.6	6.1	3.2	3.5	2.9	5.8
b. less authoritarian	7.9	14.3	16.7	11.8	11.1	9.6	13.8	16.4	11.7	9.8	12.7
c. more progressive	3.2	1.9	7.2	5.4	6.1	3.8	3.8	6.4	7.0	1.9	5.2
*d. less stable	71.4	74.7	67.4	78.2	72.2	78.9	73.8	70.8	76.4	82.3	73.4
omission	9.5	3.2	.9	.7	6.1	2.4	2.2	3.0	1.1	2.8	2.8
19. Which of the following has contributed most to the lag in Latin American economies?											
a. The great economic diversity	30.2	14.9	18.1	16.8	25.6	18.2	20.4	21.6	25.8	17.6	19.8
*b. The one crop economy	22.2	27.3	34.4	32.5	20.0	33.0	31.9	31.8	21.1	16.6	30.8
c. The lack of foreign investments	17.5	23.4	21.3	18.2	17.2	17.2	23.1	17.3	14.1	25.4	18.2
d. The corruption of public officials	19.0	31.8	23.5	31.1	33.3	27.7	22.4	26.4	36.4	36.2	28.0
omission	11.1	26.0	2.7	1.4	3.9	3.3	2.0	2.6	2.2	3.8	3.1

	Per Cent Responding to Each Alternative										
ITEM	7	8	9	10	11	12	M	I	MB	T	NT
20. Which of the following has been the most persistent problem in Latin America?											
*a. Mal-distribution of land	20.6	24.7	21.7	24.6	20.0	31.6	23.8	31.8	18.8	25.4	24.5
b. Social inequality	15.9	20.1	26.2	32.5	26.7	28.7	34.6	23.7	41.1	26.4	26.4
c. Lack of usable land	31.7	31.8	30.8	26.1	23.9	22.5	27.2	25.6	16.4	29.4	27.1
d. Insufficient natural resources	20.6	20.1	19.0	16.1	22.8	12.9	9.2	14.4	23.5	16.6	18.1
omission	11.1	3.2	2.3	.7	6.7	3.8	5.0	4.1		1.8	3.8
21. Which of the following best serves to unify Latin America?											
a. Language	23.8	27.9	19.9	24.3	25.0	22.5	16.9	24.4	32.9	26.4	23.5
b. Spanish culture	33.3	30.0	31.2	25.4	25.0	26.3	36.1	30.6	30.5	28.4	27.6
*c. Roman Catholicism	22.2	26.6	30.8	35.7	34.4	37.3	31.5	26.4	25.8	29.4	33.3
d. Race	14.3	11.7	16.7	13.9	11.1	10.0	13.0	16.2	10.5	14.7	12.4
omission	6.3	3.9	1.4	.7	4.4	3.3	2.3	2.2		.9	3.1
22. The Monroe Doctrine was issued by the United States:											
*a. to safeguard Latin American independence	58.7	59.7	41.6	46.1	56.7	59.8	51.7	40.5	55.2	62.7	51.7
b. to safeguard Canada	1.6	3.9	9.0	6.4	6.1	1.9	7.4	7.5	5.8	4.9	5.5
c. to help the United States intervene in Latin American affairs	34.9	26.6	35.3	36.4	24.5	27.7	31.6	38.0	30.5	22.5	31.8
d. to give the United States control over the Caribbean Sea		5.8	12.7	9.6	5.6	6.2	7.4	10.2	5.8	4.9	8.1
omission	4.8	3.9	1.4	1.4	7.2	3.8	1.6	3.5	2.3	4.8	2.8
23. Which of the following is most directly related to Latin America?											
a. NATO	41.3	18.2	24.9	13.2	17.8	18.7	32.3	20.5	11.7	21.5	19.4
*b. Alliance for Progress	38.1	52.6	39.8	45.7	51.1	52.1	34.6	44.3	49.4	45.0	47.3
c. Marshall Plan	4.8	7.1	14.0	16.1	11.1	10.0	10.0	14.1	21.1	9.8	12.0
d. SEATO	7.9	18.8	19.5	22.5	16.1	12.9	16.9	17.4	15.2	21.5	17.2
omission	7.9	3.2	1.8	2.5	3.9	5.7	6.1	3.4	2.3	1.9	4.0

ITEM	Per Cent Responding to Each Alternative 7	8	9	10	11	12	M	I	MB	T	NT
24. How would you compare the progress of "racial equality" in Latin America and the United States?											
*a. More racial equality in Latin America	28.6	37.7	31.7	39.3	28.9	33.5	30.7	42.7	18.8	43.1	33.0
b. More racial equality in the United States	25.4	26.0	17.2	17.1	17.2	9.1	20.7	14.0	24.4	15.6	17.5
c. About the same racial equality in both	6.3	7.8	10.0	7.5	8.3	6.2	5.3	8.6	5.8	4.9	7.9
d. Insufficient knowledge to make a choice	30.2	22.7	35.3	33.6	37.8	46.4	38.4	29.7	49.4	33.3	36.0
omission	9.5	5.8	5.9	2.5	7.8	4.3	4.6	4.8	1.1	2.9	5.5
25. In your opinion, how do most educated Latin Americans feel toward the government and people of the United States?											
a. Warm and friendly	27.0	35.1	24.0	27.5	22.8	29.2	22.3	21.0	34.1	37.2	26.3
b. Indifferent	25.4	16.2	20.0	25.4	23.3	21.5	23.8	25.9	17.6	17.6	22.6
c. Antagonistic	19 0	12.3	14.0	11.4	11.7	11.0	16.1	14.5	5.8	7.8	13.0
d. Insufficient knowledge to make a choice	22.2	31.8	35.7	33.6	32.2	34.4	33.8	34.0	41.1	34.3	32.9
omission	6.3	4.5	6.3	2.1	10.0	3.3	3.8	4.3	1.1	2.9	5.1

DIRECTIONS: In items 26 through 36, by reference to the map, locate:


a
b
c
d
e
f
g
30
15
0
15
30
45
110
100
90
60
40
20

ITEM	Per Cent Responding to Each Alternative 7	8	9	10	11	12	M	I	MB	T	NT
26. Mexico											
*a.	96.8	98.0	92.7	94.6	93.3	94.7	96.1	91.8	90.5	96.0	94.5
b.			.5	.7				.5	2.3		.3
c.			.9		.6	1.0	.7		1.1		.5
d.		.6	2.3	1.1	2.2	1.4		2.7	1.1	2.9	1.3
e.			.5	.3	1.7			1.0			.4
f.			1.8	1.4	.6	1.4	.7	2.1	3.5		1.3
g.			.5	.3	.6	.5		.5			.4
omission	3.2	1.3	.9	1.1	1.1	1.0	2.2	1.0	1.1	.9	1.2

ITEM	7	8	9	10	11	12	M	I	MB	T	NT
	Per Cent Responding to Each Alternative										
27. Peru											
a.		.6	.9	.7	1.1			.5	1.1		.7
b.	3.2	.6	3.2	1.4	2.8	.5	1.5	3.7	2.3	.9	1.9
c.	9.5	9.1	21.3	16.8	13.9	9.6	13.8	24.3	14.1	9.8	14.7
d.	4.8		1.4	3.2	3.3	3.8	1.5	3.7	4.7	4.9	2.3
e.	4.8	9.7	5.4	7.9	9.4	13.4	14.6	8.6	15.2	10.7	10.8
f.	4.8	6.5	7.7	7.1	8.3	5.3	5.3	8.1	16.4	9.8	6.4
*g.	68.2	69.5	48.4	61.1	52.2	64.6	60.0	47.0	42.4	60.7	59.4
omission	4.8	3.9	1.8	1.8	8.9	2.9	3.0	3.7	3.5	2.8	3.7
28. Panama											
a.			.5	1.1	1.1	1.0	.7	.5	3.5		.8
*b.	88.9	96.1	90.5	95.0	89.4	95.7	92.3	92.4	91.7	95.0	92.8
c.	4.8	.6	1.8	.7	2.2	1.0	1.5	2.7			1.6
d.	1.6		2.3	.7	.6	1.0		1.6	1.1	1.9	.9
e.		1.3	1.4	1.4	1.1		1.5	1.6		.9	1.0
f.	1.6		.9	.3	.6	.5	.7	.5	1.1	.9	.5
g.			.5	.3	1.1	.5		.5	1.1		.5
omission	3.2	1.9	2.3	.3	3.9	.5	3.0		1.1	.9	1.8
29. Brazil											
a.			.5	.3	1.1	.5	.7	1.0	1.1	.9	.5
b.		.6								.9	
c.	6.3	3.2	4.5	3.6	2.8	2.9	1.5	5.9	9.4	5.8	3.4
*d.	84.1	91.6	86.4	88.6	88.3	87.5	90.7	83.2	78.8	85.2	88.2
e.	1.6	1.3	1.8	3.9	2.2	3.3	3.8	4.3	2.3	1.9	2.7
f.			1.4	1.8	1.1	1.4		1.6	3.5	.9	1.2
g.	3.2	.6	4.5	1.4	1.7	4.3	1.5	3.7	3.5	2.9	2.5
omission	4.8	2.6	.9	.3	2.8		1.4		1.1	.9	1.4

ITEM	Per Cent Responding to Each Alternative 7	8	9	10	11	12	M	I	MB	T	NT
30. Colombia											
a.			.9	.7	1.7	.5		1.6	1.1		.7
b.			.9		1.7	1.4		.5		.9	.7
*c.	71.4	75.3	61.1	69.6	64.4	79.4	74.6	63.7	56.4	65.6	70.0
d.		1.9	4.1	1.8	2.8	3.8	2.3	2.7	3.5	6.8	2.3
e.	6.3	7.1	9.0	12.9	10.0	4.3	4.6	11.8	24.7	11.7	8.6
f.	1.6	3.2	5.9	2.5		1.4	3.8	3.2	4.7	1.9	2.9
g.	11.1	8.4	15.8	10.7	12.8	8.6	13.0	14.5	8.2	10.7	11.5
omission	9.5	3.8	2.3	1.8	6.7	.5	1.4	1.5	1.1	1.8	3.2
31. Chile											
a.			.5	.7				1.6			.3
b.		.6	.5	1.1	.6		1.3	1.0	1.1		.6
c.	3.2	1.3	3.2	3.9	1.7	1.4	1.3	2.1	7.0	6.8	2.2
d.	1.6		5.0	1.8	1.1	2.4	1.5	3.2	4.7	2.9	2.1
e.	6.3	3.2	10.9	10.4	5.0	7.7	7.6	8.6	12.9	11.7	7.5
*f.	76.2	75.3	66.1	66.1	68.3	74.2	70.0	62.1	52.9	63.7	70.6
g.	6.3	14.3	10.9	14.6	16.7	10.0	13.6	18.3	20.0	13.7	12.5
omission	6.3	5.2	3.2	1.4	6.7	4.3	3.7	2.6	1.1	.9	4.1
32. Argentina											
a.		1.3	2.3	.7		1.0	1.6	1.6	1.1	.9	1.0
b.		1.3	.5	1.4	.6	1.0	.6	1.0	1.1		.9
c.	4.8	5.8	7.2	4.3	5.6	4.3	4.0	4.3	11.7	8.8	5.0
d.	1.6	3.2	2.3	3.6	.6	1.4	3.2	3.2	3.5	2.9	2.3
*e.	73.0	67.5	52.9	52.2	58.9	66.0	63.4	56.2	41.1	54.9	61.4
f.	9.5	8.4	14.0	18.6	15.0	12.4	15.6	17.2	16.4	18.6	13.5
g.	4.8	5.2	12.2	10.0	10.6	9.6	8.1	14.0	21.1	8.8	9.5
omission	6.3	7.1	8.6	3.2	8.9	3.8	2.1	2.1	3.4	4.8	6.3

ITEM	Per Cent Responding to Each Alternative 7	8	9	10	11	12	M	I	MB	T	NT
33. The area which has the highest percentage of "white" inhabitants											
a.	33.3	26.0	28.0	17.5	21.7	17.7	17.0	24.3	21.1	25.4	21.9
b.	31.7	24.0	24.0	30.0	26.1	20.6	25.1	22.1	35.2	27.4	25.6
c.	7.9	5.8		9.3	6.1	11.0	14.2	5.4	11.7	7.8	8.3
d.	9.5	19.5	20.0	25.0	25.0	23.0	26.5	24.3	18.8	19.6	22.1
*e.	6.3	13.6	9.0	9.6	11.1	16.3	9.5	12.4	4.7	11.7	11.6
f.	6.3	4.5	2.3	3.2	1.7	1.4	3.4	3.2		1.9	2.8
g.		1.9	.9	2.1	1.7	1.4	1.3	1.6	1.1	2.9	1.4
omission	4.8	4.5	7.7	3.2	6.7	8.6	2.7	5.3	7.0	2.8	6.2
34. The area which has the highest percentage of "mestizo" inhabitants											
*a.	23.8	31.2	17.2	26.8	26.7	34.0	23.0	23.7	34.1	34.3	26.0
b.	4.8	2.6	6.3	5.0	3.9	4.8	4.6	7.0	1.1	3.9	4.6
c.	19.0	13.6	10.0	8.2	15.6	7.2	13.8	9.7	14.1	10.7	10.9
d.	22.2	19.5	19.0	21.1	15.6	15.3	19.2	21.0	21.1	14.7	18.7
e.	9.5	8.4	12.7	14.3	11.1	9.1	14.6	10.8	7.1	7.8	11.8
f.	1.6	8.4	14.5	10.7	8.9	10.5	13.0	12.9	9.4	14.7	10.0
g.	11.1	9.7	11.8	10.4	10.0	13.9	6.0	10.8	9.4	8.8	11.3
omission	7.9	6.5	8.6	3.6	8.3	5.3	5.3	4.8	3.5	4.7	6.6
35. The area which has the highest percentage of "indian" inhabitants											
a.	12.7		14.2	15.0	13.3	11.5	11.5	14.5	8.2	14.7	13.3
b.	6.3	1.9	3.2	5.0	2.8	4.3	3.0	2.1	3.5	3.9	3.7
c.	17.5	7.8	13.1	11.1	7.8	10.5	10.0	12.4	16.4	10.7	10.7
d.	15.9	18.2	14.5	13.6	11.7	12.9	14.6	9.7	14.1	16.6	13.7
e.	9.5	8.4	10.9	14.3	11.7	8.1	12.3	13.5	14.1	8.8	11.0
f.	6.3	13.6	13.1	13.2	11.1	12.4	16.1	12.9	11.7	11.7	12.6
*g.	25.4	29.2	22.6	23.9	30.6	32.5	24.6	29.7	25.8	29.4	27.3
omission	6.3	7.8	8.1	3.9	11.1	7.7	7.6	4.8	5.8	3.7	7.6

ITEM	Per Cent Responding to Each Alternative										
	7	8	9	10	11	12	M	I	MB	T	NT
36. The area which has the highest percentage of "mulatto" inhabitants											
a.	3.2	6.5	13.6	10.0	7.8	11.5	9.5	12.9	4.7	8.8	9.9
b.	6.3	9.7	6.3	8.2	8.3	11.5	12.9	8.1	5.8	10.7	8.2
c.	11.1	13.0	11.8	14.3	11.1	15.8	10.8	13.5	10.5	5.8	13.7
*d.	23.8	18.2	18.1	16.4	20.6	23.0	20.4	22.7	17.6	22.5	19.1
e.	25.4	14.3	12.7	15.4	12.8	12.0	14.2	12.9	16.4	15.6	13.9
f.	15.9	13.6	13.1	15.7	2.1	11.0	17.6	11.3	18.8	11.7	15.3
g.	9.5	16.2	15.8	14.6	9.4	10.0	12.2	12.9	21.1	17.6	12.7
omission	4.8	8.4	18.6	5.4	8.3	5.3	1.9	5.5	4.9	6.8	7.1
DIRECTIONS: Match the principal export products listed below with the appropriate country listed in items 37 through 44.											
37. Argentina											
a. Cotton	15.9	5.2	8.6	6.4	13.3	9.1	10.2	9.7	8.2	9.8	8.8
b. Wool	17.3	18.2	24.4	16.8	16.1	15.3	12.2	20.5	20.0	20.5	17.7
c. Sugar	1.6	1.3	4.5	2.5	4.4	2.9	4.0	2.7	1.1	2.9	3.1
d. Bananas	9.5	7.8	10.4	6.4	6.1	8.1	6.1	7.5	10.5	6.8	8.0
e. Petroleum	3.2	9.1	7.2	7.5	8.3	4.3	6.1	9.7	8.2	4.9	7.0
f. Coffee	4.5	3.9	6.3	11.1	7.2	10.0	10.2	14.0	9.4	6.8	8.1
g. Tin	14.3	3.9	5.9	8.2	3.9	5.7	6.1	9.1	2.3	6.8	6.3
*h. Meat	30.2	43.5	26.2	37.1	36.1	38.8	43.5	23.2	37.6	39.2	35.3
omission	3.2	7.1	6.3	3.9	4.4	5.7	1.3	3.2	2.3	1.9	5.6
38. Bolivia											
a. Cotton	14.3	11.0	11.8	7.1	6.7	9.1	6.1	8.1	7.0	5.8	9.8
b. Wool	19.0	15.6	17.2	12.1	11.1	10.0	13.8	17.8	8.2	19.6	12.9
c. Sugar	3.2	2.6	5.4	2.9	2.8	3.3	3.8	4.3	4.7	6.8	3.1
d. Bananas	14.3	13.6	11.3	8.6	6.7	9.1	20.0	9.7	5.8	8.8	10.1
e. Petroleum	3.2	8.4	12.2	11.4	11.1	10.0	6.9	10.8	14.1	6.8	10.8
f. Coffee	7.9	9.7	11.3	12.1	6.7	12.0	8.4	9.7	9.4	3.9	11.0
*g. Tin	23.8	28.6	19.5	33.2	38.2	31.6	24.6	30.8	30.5	33.3	29.6
h. Meat	6.3	2.6	5.4	6.1	6.7	4.3	6.1	4.8	8.2	5.8	5.0
omission	7.9	7.8	5.9	6.4	10.0	10.5	9.9	3.7	11.7	8.7	7.6

ITEM		Per Cent Responding to Each Alternative										
		7	8	9	10	11	12	M	I	MB	T	NT
39.	Brazil											
	a. Cotton	1.6	3.9	5.0	2.1	2.2	2.4	3.1	2.1	5.8	2.9	2.9
	b. Wool	4.8	2.6	.9	3.6	2.8	2.4	3.0	2.1	1.1	2.9	2.6
	c. Sugar	6.3	3.2	4.5	4.6	1.7	1.9	3.8	2.7		1.9	3.6
	d. Bananas	9.5	5.2	9.5	11.2	7.2	6.7	9.2	8.1	14.1	9.8	8.3
	e. Petroleum	4.8	3.9	4.1	3.2	2.8	2.9	4.6	4.3	4.7	3.9	3.4
	*f. Coffee	58.7	70.8	66.1	68.9	70.0	75.6	65.3	73.5	70.5	71.5	69.5
	g. Tin	7.9	2.6	2.7	2.5	2.8	2.9	4.6	3.2	1.1	2.9	3.1
	h. Meat	3.2	1.9	2.7	.7	2.2	1.4	1.5	1.6		.9	1.9
	omission	3.2	5.8	4.5	2.9	8.3	3.8	4.5	2.1	2.2	3.8	4.6
40.	Cuba											
	a. Cotton	4.8		3.6	1.1	.6	3.3	2.3	2.1	2.3	1.9	2.0
	b. Wool	4.8	.6	2.7	1.1	.6	1.0	3.0	1.0		2.9	1.3
	*c. Sugar	60.3	75.3	59.7	76.8	75.5	75.1	64.6	75.6	75.2	75.4	71.2
	d. Bananas	4.8	7.1	11.8	6.8	6.1	8.1	7.6	7.0	7.0	7.8	7.9
	e. Petroleum	1.6	3.9	3.2	3.2	3.3	3.8	6.1	2.7	4.7	3.9	3.3
	f. Coffee	7.9	2.6	5.4	3.6	5.6	1.4	2.3	3.2	5.8	1.9	4.2
	g. Tin	9.5	3.9	5.4	2.1	.6	1.0	5.3	3.2	2.3	1.9	3.0
	h. Meat	3.2	.6	2.3	1.8	.6	1.0	3.0	1.6		1.9	1.4
	omission	3.2	5.8	5.9	3.6	7.2	5.3	5.3	3.2	2.3	1.9	5.6
41.	Honduras											
	a. Cotton	6.3	9.1	12.2	16.1	7.8	12.0	13.0	13.5	10.5	15.6	11.3
	b. Wool	6.3	8.4	1.5	11.8	11.7	8.6	12.3	11.3	15.2	7.8	10.1
	c. Sugar	4.8	1.9	7.7	3.9	5.0	3.8	6.9	3.7	5.8	4.9	4.6
	*d. Bananas	47.7	40.3	30.3	32.1	37.8	41.6	30.7	33.5	35.2	35.2	37.1
	e. Petroleum	4.8	11.0	8.6	9.6	7.2	6.7	8.4	8.1	4.7	5.8	8.5
	f. Coffee	7.9	1.9	3.2	4.3	4.4	3.8	3.0	5.9	4.7	6.8	3.6
	g. Tin	3.2	11.7	12.7	8.2	10.0	9.6	10.7	9.1	7.0	8.8	9.8
	h. Meat	7.9	7.1	9.5	7.5	2.8	2.4	6.1	11.3	5.8	6.8	6.1
	omission	11.1	8.4	6.3	6.4	13.3	11.5	8.3	3.2	10.5	7.8	8.8

ITEM	7	8	9	10	11	12	M	I	MB	T	NT
	Per Cent Responding to Each Alternative										
42. Mexico											
*a. Cotton	20.6	26.0	21.3	25.4	19.4	23.9	22.3	22.7	23.5	23.5	23.2
b. Wool	11.1	14.3	9.0	15.4	14.4	15.3	7.6	14.0	15.2	8.8	13.9
c. Sugar	1.6	1.9	5.9	4.3	2.2	4.3	3.0	3.7	4.7	2.9	3.9
d. Bananas	12.7	13.6	12.2	9.3	5.0	4.3	13.0	8.6	8.2	14.7	8.1
e. Petroleum	9.5	11.7	13.1	13.6	16.1	12.9	7.6	15.1	20.0	18.6	12.7
f. Coffee	17.5	4.5	6.8	5.4	7.8	3.8	13.0	7.0	3.5	5.8	6.4
g. Tin	7.9	11.7	13.1	11.4	9.4	12.4	13.8	12.4	8.2	8.8	11.7
h. Meat	4.8	8.4	10.0	11.8	11.1	12.9	8.4	12.9	12.9	7.8	10.9
omission	14.3	7.8	8.6	3.6	14.4	10.0	10.6	3.1	3.5	8.7	9.1
43. Uruguay											
a. Cotton	9.5	17.5	13.1	11.8	13.9	15.3	14.6	15.1	10.5	14.7	13.4
*b. Wool	19.0	27.9	19.5	23.2	18.9	18.7	20.7	20.0	18.8	21.5	21.4
c. Sugar	12.7	3.2	6.3	3.9	2.8	2.4	7.6	4.8	2.3	1.9	4.6
d. Bananas	7.9	9.1	11.3	8.9	8.9	5.3	8.4	10.8	4.7	9.8	8.4
e. Petroleum	9.5	3.2	10.4	9.3	7.2	9.6	9.2	4.8	10.5	7.8	8.4
f. Coffee	3.2	5.2	3.6	3.6	5.0	4.8	3.0	4.3	1.1	3.9	4.1
g. Tin	7.9	14.9	15.8	19.3	19.4	20.1	13.8	20.0	24.7	22.5	17.1
h. Meat	17.5	11.7	10.9	13.6	10.0	13.9	11.5	15.1	12.9	8.8	13.0
omission	12.7	7.1	9.0	6.4	13.9	10.0	10.6	4.8	13.1	8.7	9.5
44. Venezuela											
a. Cotton	4.8	8.4	8.1	12.9	9.4	6.2	9.2	8.6	18.8	7.8	9.1
b. Wool		7.1	6.8	7.9	7.2	11.0	8.4	6.4	7.0	4.9	8.2
c. Sugar	4.8	2.6	1.4	2.5	1.1	2.9	6.1	2.1	1.1	3.9	2.1
d. Bananas	6.3	6.5	6.3	12.9	10.6	8.1	3.8	13.5	11.7	10.7	8.8
*e. Petroleum	55.5	43.5	38.0	38.9	35.6	39.7	43.0	41.6	25.8	47.0	39.2
f. Coffee	3.2	5.8	3.6	4.3	6.1	8.6	4.6	3.7	5.8	4.9	5.3
g. Tin	11.1	11.0	11.8	7.9	5.0	5.7	6.1	9.7	7.0	6.8	8.6
h. Meat	9.5	8.4	16.7	9.6	12.8	9.6	13.0	10.8	15.2	8.8	11.5
omission	4.8	6.5	7.2	3.2	12.2	8.1	5.3	3.1	7.0	4.9	7.1

	Per Cent Responding to Each Alternative										
ITEM	7	8	9	10	11	12	M	I	MB	T	NT
DIRECTIONS: Match the nations listed below with the people and places listed in items 45 through 66:											
45. López Mateos											
*a. Mexico	28.6	33.1	37.1	36.4	37.8	40.2	40.0	34.0	51.7	40.1	36.6
b. Peru	9.5	9.1	9.5	10.7	8.3	6.2	6.1	12.9	8.2	8.8	8.6
c. Chile	9.5	15.6	9.5	8.2	6.7	9.1	8.4	8.1	5.8	6.8	9.7
d. Brazil	11.1	8.4	7.2	7.9	4.4	4.8	12.3	8.1	2.3	6.8	6.8
e. Cuba	6.3	5.8	3.6	3.6	5.0	2.9	3.8	2.1	5.8	1.9	4.5
f. Argentina	6.3	4.5	6.3	8.6	10.6	4.8	3.8	12.4	7.0	6.8	7.3
g. Venezuela		5.2	5.0	6.4	1.1	2.4	1.5	5.9	5.8	3.9	4.1
h. Costa Rica	11.1	9.7	3.6	6.4	5.6	6.7	6.1	5.9	3.5	6.8	6.6
omission	17.5	8.4	18.1	11.8	20.6	23.0	17.6	10.2	9.3	17.6	15.7
46. Zumárraga											
*a. Mexico	4.8	3.9	2.7	5.0	2.8	2.4	3.7	4.3	9.4	4.9	3.4
b. Peru	15.9	9.7	15.8	7.1	10.0	8.6	13.8	7.5	3.5	11.7	10.3
c. Chile	19.0	13.0	10.9	15.4	11.7	13.9	16.9	15.1	15.2	11.7	13.7
d. Brazil	15.9	9.1	9.5	10.4	8.9	8.1	11.5	10.2	16.4	9.8	9.6
e. Cuba	9.5	14.3	8.6	7.1	5.0	4.8	17.6	14.8	15.8	4.9	18.1
f. Argentina	6.3	10.4	11.3	9.6	12.2	8.1	10.0	10.8	10.5	6.8	10.4
g. Venezuela	1.6	11.7	10.4	15.0	13.3	12.0	3.8	20.0	16.4	13.7	11.9
h. Costa Rica	6.3	14.3	9.5	12.5	10.6	10.5	13.0	11.8	5.8	9.8	11.4
omission	20.6	13.6	21.3	17.9	25.6	31.6	19.1	15.1	16.3	26.4	21.1
47. Valdavía											
a. Mexico	7.9	3.9	2.7	6.1	1.1	22.0	12.3	3.7	4.7	8.8	4.1
b. Peru	4.8	7.8	6.3	6.8	3.3	5.7	8.4	7.0	7.0	4.9	6.2
*c. Chile	9.5	17.5	15.4	13.2	13.9	6.2	13.0	20.0	5.8	15.6	13.1
d. Brazil	12.7	14.3	10.9	10.0	11.7	12.9	6.9	10.8	11.7	8.8	11.0
e. Cuba	7.9	5.8	5.4	6.6	6.7	2.4	6.9	8.4	3.5	5.8	7.1
f. Argentina	6.3	11.0	11.8	11.8	8.9	8.1	10.0	10.8	10.5	7.8	10.9
g. Venezuela	11.1	16.9	20.0	14.3	15.6	11.5	14.6	15.1	21.1	10.7	17.0
h. Costa Rica	9.5	7.1	8.6	12.5	11.1	9.1	7.6	8.6	17.6	10.7	9.7
omission	30.2	15.6	19.5	16.8	27.8	22.0	19.9	15.0	17.5	26.4	20.8

ITEM	7	8	Per Cent Responding to Each Alternative 9	10	11	12	M	I	MB	T	NT
48. Cabral											
a. Mexico	12.7	10.4	5.0	8.6	7.8	13.4	6.9	5.9	12.9	11.7	8.3
b. Peru	9.5	9.1	7.7	15.4	11.7	5.7	11.5	12.9	16.4	11.7	11.0
c. Chile	9.5	11.7	13.6	12.9	10.0	9.1	9.2	13.5	4.7	8.8	11.3
*d. Brazil	15.9	16.9	20.0	19.6	21.1	14.4	17.6	14.0	36.4	23.5	18.3
e. Cuba	15.9	7.8	13.1	6.8	7.2	2.9	16.9	10.8	7.0	7.8	9.5
f. Argentina	7.9	13.6	6.3	7.5	6.1	9.1	8.4	10.2	4.7	5.8	8.9
g. Venezuela	6.3	9.1	6.3	4.3	7.8	8.1	3.8	5.9	3.5	6.8	6.2
h. Costa Rica		9.7	7.2	10.0	9.4	6.2	4.6	11.3	7.0	5.8	8.3
omission	22.2	11.7	20.8	15.0	18.9	31.1	20.7	15.1	6.9	17.5	18.1
49. Cortés											
*a. Mexico	42.8	55.2	45.7	47.5	53.3	7.7	46.1	45.9	72.9	52.9	49.7
b. Peru	7.9	13.0	13.6	19.6	14.4	7.1	6.9	22.1	10.5	8.8	15.4
c. Chile	6.3	5.8	5.4	4.3	4.4	9.6	5.3	5.9	1.1	2.9	5.5
d. Brazil	4.8	5.2	8.1	4.3	4.4	12.9	10.0	5.4	3.5	6.8	5.4
e. Cuba	7.9	1.9	6.3	6.8	3.9	9.6	8.4	5.4	2.3	8.8	4.7
f. Argentina	6.3	2.6	2.7	6.1	3.3	10.5	5.3	2.7	4.7	3.9	3.3
g. Venezuela		3.9	3.6	2.9	2.2	6.2	3.8	2.1		5.8	2.8
h. Costa Rica	6.3	1.9	1.8	1.4	1.1	8.6	5.3	.5	1.1	.9	2.1
omission	17.5	10.4	12.7	7.1	12.8	27.7	8.3	9.6	3.5	8.7	11.0
50. Pizarro											
a. Mexico	11.1	16.9	16.7	16.8	26.1	1.9	11.5	18.9	15.2	21.5	16.2
*b. Peru	30.2	43.5	21.7	32.1	31.1	.5	25.9	25.4	48.2	29.4	32.3
c. Chile	17.5	8.4	9.5	8.9	6.7	2.9	10.3	7.0	11.7	11.7	8.3
d. Brazil	6.3	9.7	13.6	7.1	12.8	4.3	13.0	8.6	9.4	12.7	8.7
e. Cuba	6.3	4.5	3.6	6.4	4.4	72.2	6.9	6.4	3.5	3.9	4.9
f. Argentina	7.9	5.2	9.5	8.2	10.6	6.2	10.7	11.3	4.7	9.8	7.9
g. Venezuela	4.8	2.6	7.2	6.1	3.9	2.4	3.8	7.5	2.3	4.9	5.7
h. Costa Rica	1.6	1.3	2.3	4.3	1.1	1.9	1.5	4.3	1.1	.9	2.6
omission	14.3	7.8	15.8	10.0	14.4	7.7	16.9	10.2	3.5	4.9	13.3

ITEM	7	8	9	10	11	12	M	I	MB	T	NT
	Per Cent Responding to Each Alternative										
51. Mendoza											
*a. Mexico	14.3	20.1	19.5	14.6	20.0	4.8	18.4	12.4	32.9	20.5	19.2
b. Peru	1.6	2.6	6.3	7.5	4.4	10.0	4.6	8.1	5.8	2.9	5.4
c. Chile	9.5	19.5	9.0	11.1	11.1	15.3	15.3	11.8	14.1	10.7	11.4
d. Brazil	12.7	9.7	13.6	8.2	10.6	10.5	7.6	11.3	3.5	9.8	10.5
e. Cuba	6.3	9.7	9.0	9.3	5.6	8.6	10.0	7.5	9.4	12.7	7.5
f. Argentina	7.9	15.6	7.7	13.9	7.8	9.1	7.6	15.6	5.8	8.8	11.0
g. Venezuela	12.7	5.8	5.4	11.8	10.6	5.3	10.0	8.6	8.2	6.8	8.4
h. Costa Rica	9.5	5.8	8.1	6.8	7.2	9.6	8.4	7.5	4.7	7.8	6.7
omission	25.4	11.0	21.3	16.8	22.8	26.8	17.6	16.6	15.2	19.5	19.8
52. Figueres											
a. Mexico	1.6	5.2	8.2	3.2	2.2	2.9	2.3	2.1	1.1	.9	3.4
b. Peru	6.3	6.5	9.0	6.4	6.7	4.3	5.0	8.1	2.3	7.8	6.5
c. Chile	7.9	12.3	10.9	11.4	7.2	10.0	10.7	13.5	7.0	10.7	10.2
d. Brazil	11.1	15.6	9.0	15.7	11.7	9.6	8.4	15.6	8.2	8.8	12.6
e. Cuba	3.2	10.4	9.5	8.9	12.2	9.1	9.2	7.5	10.5	9.8	9.3
f. Argentina	17.5	11.7	13.6	11.4	11.7	10.5	13.3	8.1	17.6	10.7	12.5
g. Venezuela	6.3	14.3	9.0	12.5	9.4	7.1	10.7	11.8	18.8	13.7	9.9
*h. Costa Rica	15.9	5.8	11.8	11.8	7.8	13.9	14.6	13.5	15.2	11.7	11.1
omission	30.2	18.2	24.0	18.6	31.1	32.5	24.2	19.3	18.7	25.3	24.4
53. University of San Marcos											
a. Mexico	36.5		19.5	22.1	21.7	22.0	20.7	27.0	37.6	17.6	22.7
*b. Peru	3.2	5.8	3.6	7.9	3.9	5.7	3.8	5.4	5.8	9.8	5.0
c. Chile	9.5	9.1	5.4	7.5	12.2	6.2	8.4	5.9	10.5	2.9	8.6
d. Brazil	6.3	11.7	17.6	12.9	14.4	12.9	11.5	14.5	8.2	10.7	13.5
e. Cuba	9.5	7.8	6.3	3.9	5.0	2.4	7.6	4.8	1.1	7.8	5.0
f. Argentina	7.9	14.9	11.8	13.9	8.3	8.1	12.3	12.9	5.8	15.6	10.9
g. Venezuela	4.8	8.4	6.3	8.2	5.6	11.5	6.1	7.0	7.0	7.8	7.6
h. Costa Rica	6.3	9.7	10.9	9.6	15.6	9.1	8.4	8.1	9.4	11.7	10.4
omission	15.9	13.6	23.1	13.9	13.3	22.0	20.6	14.8	14.0	15.5	16.2

ITEM	Per Cent Responding to Each Alternative 7	8	9	10	11	12	M	I	MB	T	NT
54. Morelos											
*a. Mexico	3.2	13.0	15.4	9.6	9.4	13.4	11.5	9.7	16.4	15.6	11.1
b. Peru	9.5	11.7	10.4	10.0	12.8	5.7	6.9	9.1	9.4	7.8	10.3
c. Chile	9.5	11.0	13.1	10.4	10.6	9.1	8.4	13.5	11.7	11.7	10.7
d. Brazil	12.7	9.7	7.2	13.9	9.4	14.4	16.6	15.1	7.0	10.7	11.4
e. Cuba	12.7	10.4	8.1	11.1	7.8	2.9	6.1	7.6	10.5	12.7	7.9
f. Argentina	14.3	13.0	10.4	13.2	7.2	9.1	12.3	9.7	14.1	8.8	11.2
g. Venezuela		5.8	7.7	5.4	11.7	8.1	3.8	7.0	5.8	3.9	7.5
h. Costa Rica	12.7	8.4	6.8	8.9	7.2	6.2	6.1	11.8	8.2	7.8	7.9
omission	25.4	16.8	20.8	17.5	23.9	31.1	28.4	16.1	16.4	20.4	21.9
55. O'Higgens											
a. Mexico		4.5	6.8	8.2	7.8	7.7	6.1	7.5	8.2	2.9	7.1
b. Peru	11.1	9.7	8.6	6.8	5.0	7.1	4.6	10.8	7.0	8.8	7.4
*c. Chile	25.4	9.1	12.7	10.4	12.8	9.6	12.7	9.7	3.5	10.7	11.4
d. Brazil	6.3	13.0	12.7	15.7	11.1	12.9	14.0	14.5	18.8	9.8	13.2
e. Cuba	6.3	11.0	7.7	11.1	6.7	9.6	8.4	9.7	12.9	14.7	8.5
f. Argentina	17.5	13.0	15.1	12.1	11.7	10.5	13.0	5.9	15.2	11.7	12.6
g. Venezuela	15.9	10.4	8.6	8.9	11.7	6.2	8.4	12.4	8.2	9.8	9.5
h. Costa Rica	4.8	14.9	10.8	11.1	12.8	8.6	12.2	12.4	11.7	7.8	11.8
omission	12.7	14.3	19.0	15.7	20.6	27.7	20.0	16.7	14.1	23.4	18.4
56. Martí											
a. Mexico	9.5	7.1	9.0	11.4	7.2	7.2	11.5	9.1	7.0	3.9	9.4
b. Peru	3.2	9.7	7.2	7.9	8.3	8.6	10.0	8.6	3.5	6.8	8.2
c. Chile	17.5	13.0	10.4	10.0	13.3	9.6	9.2	14.5	10.5	12.7	11.1
d. Brazil	6.3	11.0	12.7	12.1	11.1	10.0	10.4	12.9	9.4	10.7	11.3
*e. Cuba	9.5	13.0	12.7	7.1	8.9	9.6	10.3	5.9	10.5	7.8	10.1
f. Argentina	7.9	8.4	13.1	13.6	10.0	11.0	11.5	12.9	14.1	12.7	11.2
g. Venezuela	12.7	11.7	5.4	8.9	7.2	6.2	7.6	9.1	14.1	4.9	8.2
h. Costa Rica	3.2	9.1	7.7	10.0	9.4	5.7	5.3	8.6	10.5	13.7	7.7
omission	30.2	16.9	21.7	18.9	24.3	32.1	23.8	17.7	20.0	26.3	22.7

ITEM	Per Cent Responding to Each Alternative										
	7	8	9	10	11	12	M	I	MB	T	NT
57. San Martín											
a. Mexico	17.5	11.7	20.8	20.4	18.3	14.8	19.2	23.2	23.5	11.7	18.3
b. Peru	6.3	7.1	8.1	7.9	10.0	9.6	6.1	7.0	12.9	10.7	8.2
c. Chile	12.7	14.3	9.0	11.4	7.2	12.0	11.5	8.6	11.7	14.7	10.5
d. Brazil	9.5	15.6	14.5	15.0	13.9	9.1	11.5	14.5	10.5	13.7	13.3
e. Cuba	3.2	2.6	6.8	4.3	3.9	6.7	6.6	6.4	3.5	3.9	5.1
*f. Argentina	14.3	24.0	12.2	11.4	15.6	11.5	11.8	10.8	15.2	15.6	13.9
g. Venezuela	22.2	9.1	8.6	10.0	9.4	8.6	14.5	8.1	10.5	9.8	9.8
h. Costa Rica	3.2	3.2	4.5	7.5	3.9	8.1	4.6	8.1	3.5	4.9	5.7
omission	11.1	12.3	15.4	12.1	17.8	19.6	13.8	12.8	8.1	14.6	15.1
58. Bolívar											
a. Mexico	7.9	3.2	4.5	6.4	5.0	4.3	4.3	6.4	5.8	4.9	5.1
b. Peru	4.8	7.8	8.1	14.3	16.7	10.5	10.0	15.1	11.7	13.7	11.2
c. Chile	4.8	8.4	12.7	10.7	8.9	10.5	10.7	17.2	7.0	12.7	9.8
d. Brazil	12.7	29.9	23.5	20.3	24.3	23.0	20.7	18.9	28.2	20.5	23.3
e. Cuba	9.5	4.5	5.4	5.7	3.9	2.9	6.9	2.7	7.0	6.8	4.7
f. Argentina	12.7	17.5	10.0	15.0	12.8	13.4	14.5	12.4	14.1	16.6	13.0
*g. Venezuela	28.6	17.5	11.3	10.4	10.0	13.9	13.6	12.9	9.4	8.8	13.8
h. Costa Rica	4.8	2.6	7.2	5.0	2.8	2.4	5.1	2.1	4.7	3.9	4.4
omission	14.3	8.4	17.2	12.1	15.6	19.1	11.9	11.8	11.6	11.6	14.6
59. Kubitschek											
a. Mexico		4.5	4.1	5.4	1.7	3.8	5.3	2.7	5.8	1.9	4.0
b. Peru	4.8	8.4	6.3	7.9	5.6	7.7	5.3	9.1	4.7	6.8	7.1
c. Chile	9.5	6.5	7.7	6.1	8.3	5.7	9.2	6.4	2.3	7.8	6.8
*d. Brazil	7.9	9.7	13.6	9.6	9.4	8.6	11.7	9.1	9.4	8.8	10.2
e. Cuba	9.5	25.3	14.0	20.4	20.0	14.4	17.3	16.7	27.0	14.7	18.6
f. Argentina	9.5	11.0	8.1	12.5	11.1	8.6	10.7	14.0	14.1	11.7	10.3
g. Venezuela	14.3	8.4	10.8	7.9	8.3	11.0	12.3	9.7	8.2	7.8	9.8
h. Costa Rica	11.1	10.4	14.0	13.6	9.4	11.5	10.7	15.6	10.5	13.7	11.8
omission	33.3	15.6	21.3	16.8	26.1	28.7	15.9	16.1	17.6	26.3	21.3

ITEM	Per Cent Responding to Each Alternative 7	8	9	10	11	12	M	I	MB	T	NT
60. Vargas											
a. Mexico	11.1	13.0	6.8	13.9	11.1	15.8	13.8	10.2	21.1	16.6	11.5
b. Peru	9.5	9.7	12.2	11.4	8.9	8.1	10.4	10.2	8.2	7.8	10.5
c. Chile	4.8	13.0	14.5	15.4	12.2	7.2	14.6	10.8	17.6	8.8	12.5
*d. Brazil	6.3	8.4	8.6	7.1	10.6	9.1	10.7	11.3	3.5	11.7	8.2
e. Cuba	11.1	9.7	11.3	4.3	2.2	3.8	6.1	4.3	4.7	7.8	6.1
f. Argentina	11.1	6.5	6.8	12.1	7.8	7.7	9.2	14.0	5.8	8.8	8.8
g. Venezuela	9.5	16.2	13.6	11.8	15.6	9.1	10.1	12.9	11.7	8.8	13.2
h. Costa Rica	7.9	9.7	6.3	6.1	7.8	8.6	6.1	9.1	9.4	6.8	7.7
omission	28.6	13.6	19.9	17.9	23.9	30.6	17.7	16.6	17.5	22.3	21.4
61. Perón											
a. Mexico	11.1	5.2	6.3	7.9	6.1	7.2	10.7	8.6	13.9	5.8	7.0
b. Peru	4.8	18.2	18.5	16.4	14.4	15.8	15.4	17.2	20.9	11.7	16.5
c. Chile	11.1	13.0	10.0	13.9	3.9	10.0	6.6	10.7	11.6	8.8	10.5
d. Brazil	6.3	13.6	13.6	12.1	11.7	8.6	7.1	7.5	13.9	10.7	11.7
e. Cuba	6.3	10.4	5.9	6.4	7.8	7.2	8.2	11.8	6.9	7.8	7.2
*f. Argentina	17.5	17.5	15.8	15.4	20.6	20.1	18.7	20.4	4.6	22.5	17.4
g. Venezuela	1.6	5.8	6.8	6.8	8.9	9.1	8.3	3.2	6.9	7.8	7.0
h. Costa Rica	11.1	7.1	5.9	4.6	5.0	1.9	6.1	7.5	9.3	5.8	5.1
omission	30.2	9.1	17.2	16.4	21.7	20.1	27.6	22.4	25.4	18.4	17.5
62. F. Castro											
a. Mexico	4.8	2.6	1.4	3.9	.6	1.9	2.1	2.1	4.6	1.9	2.3
b. Peru	6.3	1.3	2.3	1.4	1.1	.5	1.9	2.1			1.9
c. Chile	3.2	5.8	3.6	3.2	2.8	2.9	4.6	6.4		4.9	3.3
d. Brazil	4.8	3.9	4.5	3.2	1.1	4.3	4.6	3.2	4.6	3.9	3.5
*e. Cuba	50.8	68.2	69.2	75.0	80.0	72.2	66.9	74.1	79.0	66.6	72.2
f. Argentina	7.9	3.2	6.3	3.9	1.7	6.2	6.1	3.2		6.8	4.5
g. Venezuela	4.8	5.2	2.3	.7	2.2	2.4	6.1	1.0	6.9	4.9	2.3
h. Costa Rica	3.2	2.6	3.6	2.9	.6	1.9	3.0	5.3		1.9	2.6
omission	14.3	7.1	6.8	5.7	10.0	7.7	6.6	2.1	4.6	8.7	7.3

ITEM	Per Cent Responding to Each Alternative 7	8	9	10	11	12	M	I	MB	T	NT
63. Frei											
a. Mexico	4.8	8.4	8.6	7.1	10.6	4.8	6.1	12.9	11.6	7.8	7.6
b. Peru	12.7	9.7	10.4	10.7	8.9	10.0	4.6	7.5	16.2	18.6	9.5
*c. Chile	7.9	15.6	11.3	16.4	16.7	15.3	18.4	16.1	6.9	12.7	14.8
d. Brazil	7.9	21.4	13.6	7.1	10.6	10.5	15.3	10.7	4.6	11.7	11.8
e. Cuba	9.5	5.8	6.8	12.5	5.6	8.6	9.2	12.9	2.3	7.8	8.5
f. Argentina	14.3	12.3	8.1	8.2	10.0	9.1	7.6	6.4	11.6	6.8	9.9
g. Venezuela	4.8	5.8	7.7	10.7	5.6	5.3	7.6	9.6	11.6	5.8	7.5
h. Costa Rica	9.5	9.7	10.9	11.8	6.7	9.6	12.7	9.6	16.2	9.8	10.0
omission	28.6	11.0	22.6	15.4	25.6	26.8	18.0	13.9	18.6	18.5	20.3
64. Batista											
a. Mexico	1.6	8.4	6.8	7.5	3.9	4.8	8.7	3.2	9.3	5.8	6.1
b. Peru	4.8	10.4	7.7	5.0	3.3	2.9	1.5	4.3	2.3	1.9	5.9
c. Chile	6.3	6.5	8.1	8.2	5.6	9.1	8.4	12.9	6.9	11.7	7.2
d. Brazil	15.9	14.9	16.3	13.2	16.7	10.5	10.0	12.9	11.6	11.7	14.3
*e. Cuba	20.6	22.7	19.9	32.5	28.3	39.7	30.7	31.1	32.5	31.3	29.0
f. Argentina	11.1	8.4	8.1	10.4	11.7	5.7	13.8	5.3	11.6	9.8	9.2
g. Venezuela	3.2	9.1	9.5	5.7	5.6	4.3	4.1	10.7	6.9	4.9	6.5
h. Costa Rica	6.3	8.4	4.5	6.1	7.8	5.3	6.1	9.6	9.3	5.8	6.4
omission	30.2	11.0	18.5	11.4	17.2	17.7	16.9	9.6	9.3	16.5	15.3
65. Frondizi											
a. Mexico	7.9	7.8	7.2	6.8	5.0	4.8	4.3	4.3	4.6	6.8	6.5
b. Peru	7.9	8.4	12.2	9.3	9.4	8.1	12.3	7.5	13.9	12.7	9.2
c. Chile	7.9	14.9	10.4	10.7	11.1	12.4	10.6	13.9	6.9	9.8	11.7
d. Brazil	15.9	13.0	9.5	13.6	11.7	9.6	13.1	10.7	18.6	9.8	12.2
e. Cuba	9.5	6.5	10.0	9.3	6.7	4.8	7.6	9.6	4.6	4.9	8.0
*f. Argentina	6.3	13.0	9.0	13.6	8.9	13.9	12.3	19.3	16.2	8.8	11.8
g. Venezuela	6.3	11.7	10.4	10.7	15.0	7.7	9.2	15.0	11.6	10.7	10.7
h. Costa Rica	9.5	9.7	9.5	8.6	8.9	10.0	12.6	7.5	4.6	11.7	9.0
omission	28.6	14.9	21.7	17.5	23.3	28.7	18.1	11.8	18.6	24.4	20.8

ITEM	Per Cent Responding to Each Item										
	7	8	9	10	11	12	M	I	MB	T	NT
66. Betancourt											
a. Mexico	7.9	7.1	5.4	8.9	5.6	4.8	10.7	9.6	2.3	3.9	6.8
b. Peru	1.6	8.4	6.8	6.1	6.7	4.8	4.6	12.9	2.3	5.8	6.2
c. Chile	15.9	10.4	7.7	4.3	9.4	8.6	10.7	8.6	11.6	6.8	8.2
d. Brazil	6.3	14.9	15.4	12.9	14.4	13.9	12.3	13.9	9.3	11.7	14.0
e. Cuba	15.9	12.3	8.1	14.3	7.7	6.2	13.8	7.5	9.3	14.7	9.8
f. Argentina	3.2	14.3	12.7	13.2	9.4	12.4	13.8	13.9	16.2	13.7	11.9
*g. Venezuela	9.5	5.2	13.6	11.4	7.2	11.0	7.6	6.4	9.3	8.8	10.2
h. Costa Rica	14.3	14.3	10.9	12.1	18.3	12.0	3.0	12.9	23.2	10.7	13.7
omission	25.4	13.0	19.5	16.8	21.1	26.3	23.0	13.9	16.2	23.4	19.1

ITEM ANALYSIS - QUESTIONS 67 and 68

DIRECTIONS: In questions 67 and 68, mark all of the responses you consider to be correct.

67. Which of the following would you expect to find in areas colonized by or influenced by Spain?

68. Which of the following would you expect to find in areas colonized by or influenced by the English?

ITEM	Per Cent of Each Group Responding to Each Question M		I		MB	
	67	68	67	68	67	68
a. Free public education to all children	37.2	46.7	41.5	87.9	32.2	89.7
b. Inept political administration	47.2	28.0	53.7	21.3	49.9	19.5
c. Cruelty to native populations	44.7	15.5	36.6	15.6	44.3	9.5
d. Tolerance for different religious views	44.0	74.2	40.5	67.2	43.1	66.6
e. Freedom of speech	36.0	85.0	40.6	87.9	39.6	92.0
f. Censored radio and newspapers	40.2	18.2	36.6	17.4	45.5	19.0
g. Great interest and production in art and literature	51.0	74.2	48.6	65.4	45.5	86.1
h. Much poverty because of corruption in politics	61.0	13.0	62.4	12.6	70.2	3.57
i. A feudal society	38.0	17.2	36.2	16.2	41.9	11.4
j. A great industrial society	17.0	75.7	16.8	78.9	12.6	88.5
k. An agrarian economy	53.5	24.0	39.3	16.8	45.5	19.5
l. An interest in the spread of Western Civilization	27.0	78.5	48.0	83.7	44.3	88.5

APPENDIX C

SURVEY OF LATIN AMERICAN UNDERSTANDING

DATE____________________

SCHOOL____
(Name and city)

GRADE LEVEL____________________ AGE__________

General Directions: Some of the questions require a check; others a word or a short written answer. Make an attempt to answer every item.

1. What is the dominant language spoken in Latin America?________________

   What is the second language?______________________________

2. How would you compare the overall physical geography of Latin America and the U. S.?

   Climate: Identical_____ Similar_____ Quite different_____

   Explain:____

   ____

   Topography: Identical_____ Similar_____ Quite different_____

   Explain:____

   ____

   Natural Resources: Identical_____ Similar_____ Quite different_____

   Explain:____

   ____

   Location in relation to other continents:
   Identical_____ Similar_____ Quite different_____

   Explain:____

   ____

3. What sections of the U.S. and Latin America would you think have the most similar physical geography? ______________________________________

   ____

4. If you were to live in Latin America, where would you desire to live and why?

5. In your opinion, how do most Latin American people feel toward the government and people of the United States?

   Warm and friendly _____ Antagonistic _____ Indifferent _____

   Why do they feel this way?_____

6. In your opinion, how do most of the people in the United States feel toward the governments and people of Latin America?

   Warm and friendly _____ Antagonistic _____ Indifferent _____

   Why do they feel this way?_____

7. How has the Monroe Doctrine affected the Western Hemisphere?

   Very little _____ Moderately _____ Very much _____

   Would you say that the Monroe Doctrine has been beneficial or detrimental to Latin America?_____ Why?_____

8. How would you compare the progress of "racial equality" in Latin America and the United States?

   More racial equality in the U.S.?_____

   More racial equality in Latin America?_____

   About the same racial equality in both?_____

9. In what countries in Latin America do you find the greatest amount of racial mixture? (Be specific) _________ _________ _________

In what countries in Latin America do you find the least amount of racial mixture? (Be specific) _________ _________ _________

10. Which of the following is most directly related to Latin America?

Alliance for Progress _____ UNESCO _____ NATO _____

The above is working primarily to bring about changes in:

land ownership _____ political organization _____

military strategy _____ social equality _____

tax reform _____.

11. What is meant by the term "one crop economy"?________________________

____

Why has this been a problem to Latin American countries?_____________

____

12. How would you compare the economies of Latin America and the United States?

Latin America stronger _____ United States stronger _____

Both about the same _____

Explain: (If there is a difference, how do you account for it?)______

____

____

13. What impact has been made by the church in Latin America?

Virtually none _____ moderate _____ very great _____

Explain:____

____

14. How would you compare Latin American government with the government of the U.S.?

Latin American more liberal _____ more conservative _____
Latin American more unstable _____ more stable _____
Latin American more progressive _____ more backward _____

15. How would you compare the importance of the military on political activities in Latin America and the United States?

More influential in Latin America ______________________________

Less influential in Latin America ______________________________

In neither area does it exercise control over the gov't. _________

16. What difference would you expect to find in the content material of the education system of Latin America and the U.S.? __________________

____

____

17. Using a rating scale from 1 through 8, indicate the relative importance of the following to the United States. (No. 1 = most important)

Russia _____ Canada _____ India _____ England _____

Germany _____ Africa _____ Japan _____ Latin America _____

Why do you think #1 is most important? ______________________________

____

Why do you think #8 is least important? _____________________________

____

18. Which of the following best depict the Spanish colonies?

Cruel to Indians _____
Culture _____
Great cities _____
Tolerant _____
Greedy _____
Inept administration _____
Exploitation _____
Feudal _____
Backward _____
Education _____
Settlers _____
Religious _____
Hard working
Progressive _____
Local gov't. _____
Conquerors _____

19. Which of the following best depict the English colonies?

Cruel to Indians _____
Culture _____
Great cities _____
Tolerant _____
Greedy _____
Inept administration _____
Exploitation _____
Feudal _____
Backward _____
Education _____
Settlers _____
Religious _____
Hard working _____
Progressive _____
Local gov't._____
Conquerers _____

20. There are 20 nations that comprise the area called Latin America.

(a) Name as many as you can.

(b) If possible, name some important person, product, or feature that is associated with the country (for example - Bolivia, tin).